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ABSTRACT

This booklet has been prepared for counselors, administrators, teachers and others interested in elementary school guidance services in the State of Wisconsin. In general the booklet discusses the background and role of the National Defense Education Act, Title V-A, (NDEA, V-A) in the establishment of pilot programs of elementary school guidance services within the state. The status of the NDEA, V-A pilot programs for 1967-1968 are presented. In addition, issues of importance to elementary school guidance and guidance resources available for the guidance worker are discussed. (KJ)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
WILLIAM C. KAHL, SUPERINTENDENT

GUIDANCE SERVICES IN THE ELEMENTARY SCHOOLS OF WISCONSIN

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Guidance Services in the Elementary Schools of Wisconsin

A Report on the Status of Elementary School Guidance Services as Reflected in 33 Pilot Programs 1967-68

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Wisconsin Department of Public Instruction
William C. Kahl, State Superintendent March, 1969

2500-73

Foreword

As educators, we are committed to a continual effort to better meet the needs of individual pupils. This is exemplified in many of today's educational practices. One such example in Wisconsin is the rapid development of formalized programs of guidance services in the elementary schools. Elementary school guidance services represent the newest direction in comprehensive approaches to programs in pupil services.

Beginning in 1965-66, the Guidance Services Unit of our Pupil Services Section allocated between $80,000 and $100,000 annually of National Defense Education Act, Title V-A (NDEA V-A) funds for demonstration and experimental projects in elementary school guidance. Much information about these guidance services has been collected from the projects. This information has been synthesized and is reported in this publication to point up the unique contribution a school counselor can make as a member of the elementary school staff.

We sincerely thank all of those persons who have been involved in these pilot projects. We are especially grateful for the support of the participating local school districts. Appreciation is expressed to Miss Joan Lube, former graduate assistant in the Counseling and Guidance Department at the University of Wisconsin and now an elementary school counselor with the Overseas Dependency Schools in Puerto Rico for the collection and reporting of the data used in Chapter II.

William C. Kahl
State Superintendent

Preface

This booklet has been prepared for counselors, administrators, teachers and others interested in elementary school guidance services in the State of Wisconsin. In general, the booklet discusses the background and role of the National Defense Education Act, Title V-A (NDEA, V-A) in the establishment of pilot programs of elementary school guidance services within the state. The status of the NDEA, V-A pilot programs for 1967-68 are presented. In addition, issues of importance to elementary school guidance and guidance resources available for the guidance worker are discussed with addresses provided so that he can avail himself of these materials.

It is hoped that the material presented will be both informative and practical. Specifically, it is hoped that the booklet will stimulate the sharing of ideas between schools, counselors, state departments and counselor education institutions, and will serve as a stimulus to increase the number and quality of elementary school guidance programs in the State of Wisconsin.

William Erpenbach
Ray Hosford

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I GUIDANCE SERVICES IN WISCONSIN ELEMENTARY SCHOOLS

Guidance Services in Wisconsin Elementary Schools

Prior to 1965, few if any, Wisconsin school districts had on-going programs of guidance services in their elementary schools. However, in 1965, the provisions of the National Defense Education Act, Title V-A (NDEA, V-A) were revised to include grades kindergarten through sixth. To implement the provisions of NDEA, V-A for elementary school guidance in Wisconsin, local school districts were encouraged to develop experimental pilot programs. The basic intent of the Wisconsin plan was to allow considerable latitude at the local level to develop and implement elementary school guidance services. It was hoped that through state-level evaluation of the pilot programs a working model would emerge which could be recommended to interested school districts.

In order to establish an acceptable baseline for pilot program proposals, several basic questions had to be answered affirmatively by the local districts. Among these were:

1. Did the district have a NDEA, V-A approved counseling and guidance program in grades 7-12?
2. Would the proposed elementary school pilot program have certificated professional leadership?
3. Would the planned elementary school counselor-pupil ratio approximate 1:800 or less (1:500 used as of 1968-69)?
4. Would the project be limited to all or part of grades K-6?

The Impact of NDEA, V-A on Wisconsin Elementary Schools

During 1965-66, the first year in which NDEA, V-A funds were utilized, 11 elementary school guidance projects were begun. This figure grew to 17 in the 1966-67 academic year and to 33 during 1967-68. Table 1 provides the data as to the number of projects, counselors, total kindergarten through sixth grade enrollment, and the number and percentage of Wisconsin elementary school pupils served by these projects.

Table 1

NUMBER OF PROJECTS, COUNSELORS, TOTAL PUPILS, PUPILS SERVED, AND PERCENTAGE OF PUPILS SERVED 1965-1968

	1965-66	1966-67	1967-68
Projects	11	17	33
Counselors	11	17	38
Full-time	(4)	(8)	(21)
Part-time	(7)	(9)	(17)
Total Wisconsin K-6 Enrollment	468,192	484,399	499,381
Pupils Served	8,205	10,462	20,041
Percentage of Pupils Served	1.75	2.15	4.09

In 1967-68, 4.09 percent of the public elementary school pupils in grades K-6 attended schools with approved guidance programs under NDEA, V-A. Many of the school districts not participating in the program were unable to employ qualified elementary school counselors because they were not available.

From 1965-66 to 1967-68 the total number of counselors in the elementary pilot programs increased from 11 to 38. The most significant increase was in the "full time" category.

Although Wisconsin has gradually increased its number of elementary school guidance programs, these services are still not available to most pupils. Thus, the state is moving to expand elementary guidance services.

The number of programs and NDEA, V-A funds used to implement and maintain these programs are presented in Table 2. The method of funding was based upon a percentage reimbursement of the counselor's salary for that portion of time devoted to elementary guidance services. The percentage of reimbursement was generally larger during the first year of operation and reduced in subsequent years. Limitations on the maximum reimbursement for any one school district were also observed.

Table 2

NDEA, V-A SUPPORT OF PILOT PROGRAMS IN ELEMENTARY SCHOOL GUIDANCE IN WISCONSIN

	1st Year	2nd Year	3rd Year	Totals
1965-66	(11) $31,278.45			(11) $31,278.45
1966-67	(10) $39,317.32	(7) $24,663.10		(17) $63,980.42
1967-68	(17) $48,854.26	(9) $19,376.85	(7) $14,030.44	(33) $82,261.55
TOTAL				(38) $177,520.42

(#) indicates number of pilot programs in a category.

It is interesting to note the progress of the original 11 pilot programs. Of these, seven have continued through the second and third years of operation. Of the four not continued from 1965-66 to 1966-67, two were re-established in 1967-68; the third, originally conducted on a one-period daily basis, was terminated due to increased enrollments at the junior high school level and the reassignment of the counselor for which a replacement was not available; and the fourth was discontinued by the school district.

Of the 10 new projects initiated in 1966-67, seven continued during 1967-68. Of the three discontinuations, one was due to the resignation of the counselor and the unavailability of a replacement; a second was due to the opening of a new high school in the school district, necessitating the transfer of the project counselor for which a replacement was not available; and the third was terminated due to reorganization of the school district and subsequent reassignment of the counselor to the junior high school level.

Wisconsin's elementary school pilot and experimental guidance programs have grown from 11 participating school districts in the initial year (1965-66) to 33 in 1967-68. While many other districts indicated plans for developing elementary guidance programs, the serious counselor shortage, particularly of elementary school counselors, has prevented the implementation of these services.

Wisconsin's Philosophy

The pilot program approach has appealed to the school districts of Wisconsin in part due to the latitude of operation provided in the Wisconsin plan for elementary school guidance services. For example, pilot projects that were initiated included some on a K-6 basis, others for grades 4, 5, and 6 only, and still others for just one grade level. The physical plants in which these programs were housed also differed greatly. In some districts only one building was involved, while in others two or more schools were provided guidance services. In several instances, the grades (K-6) served between schools varied.

Wisconsin's philosophy for implementing the provisions of NDEA, V-A at the elementary school level has recognized the individual uniqueness of the counselor within a particular school setting. The state plan made it possible to consider the development of the elementary school counselor's role in light of the variety of factors affecting it. Important considerations were size of school staff, type of guidance program in effect, type of neighborhood and home environment in which the school was located, and the extent to which other resources were available in the community. The education, work experience, and personal qualifications of each counselor were also considered.

To support school districts in establishing elementary school guidance programs tailored to meet their own specific needs has also been a major part of Wisconsin's philosophy. Divergency in the role of the counselor has been encouraged not only to meet the individual needs of a particular district, but to encourage new and innovative programs which would suggest promising practices to interested Wisconsin school districts.

An objective of the annual pilot project evaluations was primarily to identify commonalities among districts which could be used as guides or models for others expanding guidance services in their schools. Thus, pilot program participants were required to submit an annual evaluation report. Consonant with the overall theme of flexibility in implementing programs, the evaluation methodology was left to the discretion of the local school district.

The extent to which models for elementary school guidance in Wisconsin have become available is seen in Chapters III and IV of this booklet in which program organization and outcomes are presented.

Issues in Elementary Guidance

As any new program gains momentum, philosophical and operational issues are bound to arise. Such has been the case with counseling in general, elementary guidance services in particular. These issues have been raised by counselor educators, local district personnel and elementary school counselors themselves. Of particular interest to Wisconsin have been issues involving the role, purpose and training programs of those involved in elementary guidance services.

COUNSELOR OR CONSULTANT. Probably the main issue affecting the training and on-the-job role of the counselor is whether the elementary school counselor is primarily a counselor or consultant. Many writers (e.g., Patterson, 1967; Hoyt, 1967) view the elementary school counselor as one involved for the most part in direct confrontation with pupils. From this point of view, the counselor's forte is that he can counsel. The counseling relationship with the pupil is seen as providing the counselor with the most relevant knowledge about a particular child. Other writers (e.g., Hill, 1968) view the elementary counselor as a consultant. The counselor is seen as providing an indirect service for children in that he works with those who are involved with the pupils.

The general consensus, however, is that the elementary school counselor is trained in both child psychology and counseling; counseling is his primary role and consulting is used as an adjunct to the counseling process. Consultations with teachers, administrators and parents based on general knowledge of children is not adequate. The counselor must have first-hand information about the child and this is seen as being best obtained through individual counseling interviews. In helping pupils to change particular behaviors most counselor educators, however, indicate that the elementary school counselor must work with the pupil himself; his teachers, administrators and parents; and, in many instances, the peers with whom the child associates.

PURPOSES OF ELEMENTARY SCHOOL COUNSELING. Various points of view have been expressed in the literature as to what the job of the elementary counselor should be. Some (e.g., Dinkmeyer, 1968) see the elementary school counselor as a developmental specialist concerned with the exploration of self and understanding in all individuals. Smith and Eckerson's study (1966) of the role of elementary school counselors suggests that elementary school counselors are concerned mainly with discipline problems and identifying and treating problems which affect the child's academic and social development. This study also indicates that many individuals believe that therapy is within the realm of the counselor. From a pragmatic and realistic point of view, this concept gains support as more and more psychiatrists and mental health workers are seen changing their roles from working with individuals to working as consultants to those in the schools who work directly with the pupils.

Three categories mentioned specifically by Krumboltz and Hosford (1966) as the purposes of elementary school counseling are (1) altering maladaptive behavior, (2) learning how to make decisions and (3) preventing problems. In addition to helping pupils change particular behaviors in remedial situations, the authors suggest that the elementary school counselor must be concerned with aiding pupils in learning how to make good decisions which affect their educational and social development. Equally important is the counselor's role in helping to prevent problems. Pupils who are discouraged because of harsh punishment for low grades or feel inadequate because of a constantly dissatisfied teacher or parent are all too often seen by the counselor after the damage is done. They point out that the elementary school counselor must take an active role in curricular and extra-curricular programs to assist in preventing educational practices which can stifle the desire for learning and create serious emotional maladjustment.

EDUCATIONAL QUALIFICATIONS. The extent and kind of educational training needed for elementary school counselors is another issue for which consensus of opinion has not been reached. Should the training be broad or specific? Is prior experience as a teacher or in some other related field necessary? These and other questions are presently being asked by those concerned with counselor training and role. Presently the state of Wisconsin has implemented an experimental program with various universities within the state in which a year of supervised internship may be used to certify counselors who have not had prior teaching experience. Evaluations of this program will be forthcoming and should affect training programs of both secondary and elementary counselors.

Specific versus general training also includes the issue whether elementary school counselors need training different from that of secondary school counselors. Whereas some universities have programs distinctly tailored for elementary school counselors, others do not separate most courses and experiences for elementary and secondary trainees. For example, students interested in working with elementary children at the University of Wisconsin are encouraged first to gain knowledge and competencies in counseling applicable to all levels. Practicum and internship experiences are used to help trainees gain specifics needed in working with elementary school children. In support of this practice is the fact that the state of Wisconsin does not distinguish between elementary and secondary levels in certifying school counselors. Only one credential, School Counselor Certificate, is used to license individuals who wish to counsel in the public schools of Wisconsin.

COUNSELOR STATUS. Another issue involving the elementary school counselor is that of identification. Is he a psychologist or a teacher? Certainly his training is primarily in the area of psychology--understanding how behavior is acquired, maintained, and changed. The issue, however, must be viewed in relationship to the goals of counseling. If the job of the counselor is to help pupils change their academic and social behavior as well as understandings of self, the cooperation of teachers is essential in helping children achieve such changes. Some writers believe there are already too many pecking-order hierarchies in society and education. For the counselor to identify with and perceive himself as a psychologist does little to elevate him on the status hierarchy and more to alienate him from the total educational process.

SUMMARY. It would appear that the elementary school counselor is one who primarily counsels children. He also works with the teachers and parents in helping pupils achieve the particular behavior change desired. The issue regarding role definition is decreasing in controversy as more and more studies show agreement on this issue between counselors and counselor educators. Probably of more concern is who defines the role. Traditionally the administrator with little or no training in counseling has had the responsibility of prescribing the duties of the counselor. It is hoped that the findings of Chapter II in this booklet might assist Wisconsin elementary school counselors in planning and discussing their roles with school administrators. More complete discussions of issues involving elementary school counselors can be found in books by Van Hoose (1968) and Dinkmeyer (1968).

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II ROLE OF THE ELEMENTARY SCHOOL COUNSELOR IN WISCONSIN: FOCUS ON THE NDEA, V-A PROGRAMS

Role of the Elementary School Counselor in Wisconsin: Focus on the NDEA, V-A Programs

To gain answers regarding the role of elementary school counselors in Wisconsin, a study was completed by the Department of Public Instruction and the Department of Counseling and Guidance, University of Wisconsin. The principal investigators were William Erpenbach, State Supervisor of Guidance Services; Dr. Ray Hosford, Assistant Professor of Counseling and Guidance; and Joan Lube, Graduate Assistant in Counseling and Guidance. The investigation was a survey of the roles of the counselors in the 33 NDEA, V-A pilot projects in elementary school guidance services in Wisconsin during 1967-68.

The purpose of the study was to clarify the role of the elementary school counselor by focusing on the NDEA, V-A elementary school guidance pilot programs in the state of Wisconsin. An attempt was made to assess the counselor's perceptions and the extent of agreement between the actual and ideal roles. In addition, information concerning the development and effectiveness of the pilot programs was analyzed. This aspect involved the counselor's professional qualifications, general characteristics of the guidance programs, community reception of guidance services, counselor involvement in district-wide planning, and suggestions for the improvement of counselor education and the pilot programs.

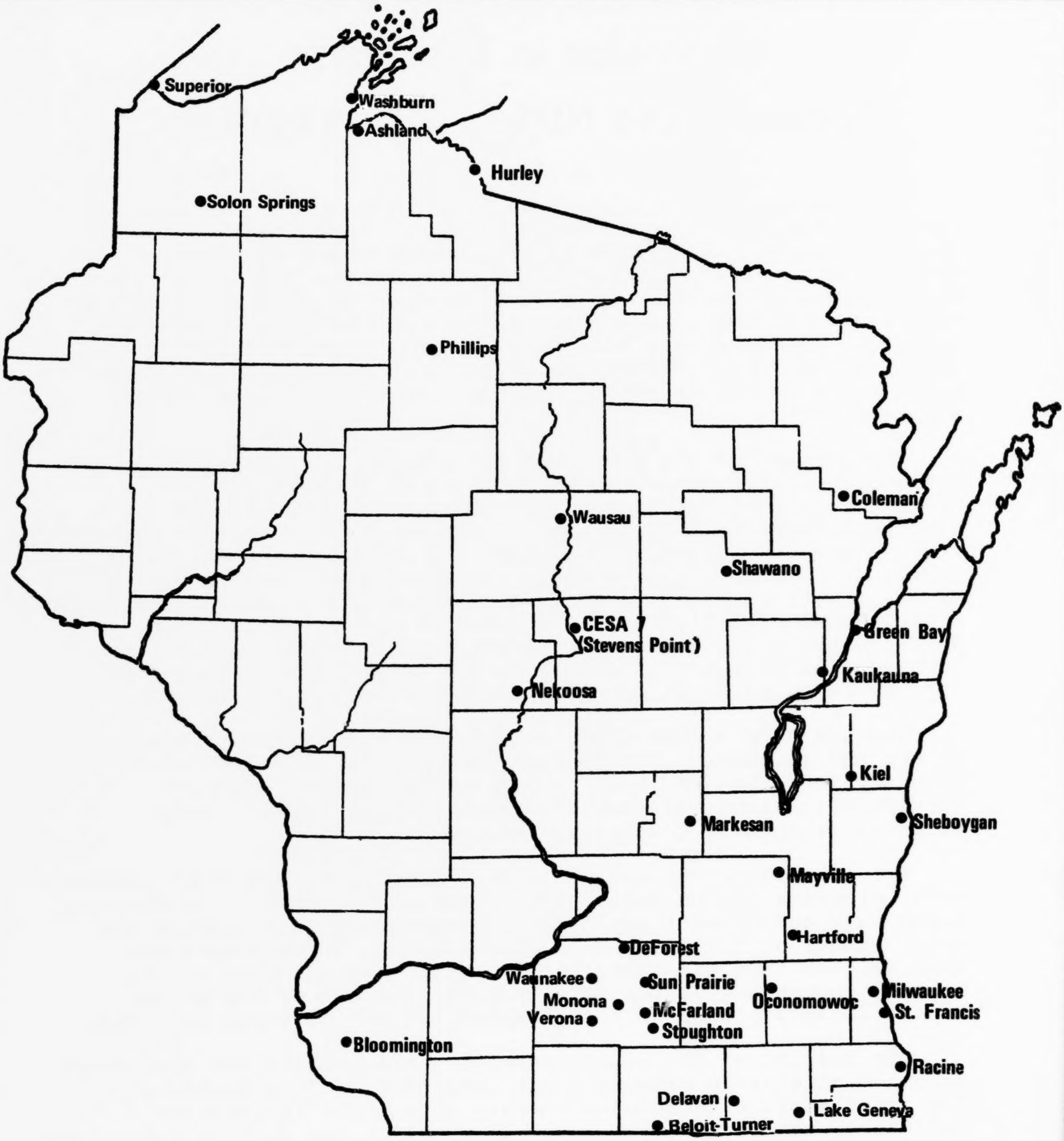
The subjects of the study were 37 elementary school counselors, 21 men and 16 women. They ranged in age from 25 to 56, averaging slightly less than 39 years. In accordance with Wisconsin certification laws, all subjects possessed A level, B level or one-year special counselor licenses.

The counselors represented all 33 NDEA, V-A elementary guidance pilot programs in the State. Three school districts (Sun Prairie, Green Bay, and Racine) employed two counselors each, making the total number of the study 37. Additionally, three counselors were omitted from the study because they were assigned to elementary counseling duties less than ten percent of the total time. Table 3 pinpoints the location of each of these programs.

The results of the study describing the role of the elementary school counselor in Wisconsin are presented in five sections. The first section includes a summary of general information concerning the counselors' academic preparations and certifications,

Table 3

LOCATION OF NDEA, V-A, ELEMENTARY SCHOOL GUIDANCE SERVICES PILOT PROGRAMS IN WISCONSIN, 1967-68


Superior
Washburn
Ashland
Hurley
Solon Springs
Phillips
Coleman
Wausau
Shawano
CESA 7
(Stevens Point)
Green Bay
Kaukauna
Nekoosa
Kiel
Markesan
Sheboygan
Mayville
Hartford
DeForest
Waunakee
Sun Prairie
Oconomowoc
Milwaukee
St. Francis
Monona
McFarland
Verona
Stoughton
Bloomington
Racine
Delavan
Lake Geneva
Beloit-Turner

their teaching and counseling experiences, and some of their general guidance responsibilities. The second, third, and fourth sections incorporate the average percentage of counselor time spent with the average percentage of time the counselors think they should spend in the various areas of counselor responsibility. The fifth section summarizes the counselors' perceptions of how the elementary school guidance programs were received in their districts, to what extent they were involved in the district-wide planning of guidance services, and how they thought counselor education programs could better prepare elementary school counselors.

General Information

The results of this first section summarize general information about the NDEA, V-A elementary school counselors in Wisconsin. This overview includes their academic preparation and certification, their teaching and counseling experiences, and some of their general guidance responsibilities.

PREPARATION AND CERTIFICATION. Section one of the survey was concerned in part with counselor preparation and certification. A summary of the degrees the counselors held and the degrees they are working toward are presented in Table 4. Most of the elementary school counselors had done their graduate work in guidance in summer school and in full-term study. A summary of this data is presented in Table 5.

Table 4

ACADEMIC PREPARATION OF THE COUNSELORS

	Bachelor's	Master's	Ed. Specialist	Total
Degrees Now Held	8	28	1	37
Degrees Working Toward	-	8	3	11

Table 5

COUNSELOR GRADUATE WORK IN GUIDANCE

Study was Done	Number of Responses
Summer School	19
Full-term Study	11
Part-time Study	3
Extension Courses	2
Summer School/Part-time Study	2
TOTAL	37

Of the graduate work taken, most was done in Wisconsin institutions. Only three of the counselors reported attending a full-year NDEA institute in guidance and counseling and three a summer institute.

The counselors also met the various certification requirements of the State of Wisconsin. Six held A level certification signifying that they had earned a Master's Degree or thirty hours of graduate work in guidance and had two or more years of counseling experience. Twenty-nine held B level certification as they had completed at least eighteen hours of graduate work in guidance or had a Master's Degree with less than two years of counseling experience. Further, two held temporary certification or less than A or B level and had one year in which to meet B level requirements.

TEACHING AND COUNSELING EXPERIENCES. The counselors' teaching and counseling experiences were also reported in the first section of the survey. Table 6 presents a summary of this information.

Table 6

YEARS SPENT IN TEACHING AND GUIDANCE POSITIONS

	Range	Average Number of Years
Years in Present Guidance Position	7 wks. - 3 yrs.	1.77
Total Years in all Guidance Positions	7 wks. -12 yrs.	2.56
Total Years in all Teaching Positions	0-22 yrs.	9.66
Total Years in all Education Positions	1-33 yrs.	12.43

GENERAL GUIDANCE RESPONSIBILITIES. The percentage of time that was scheduled for guidance duties exclusive of regular teaching assignments is presented in Table 7.

Table 7

COUNSELOR TIME SCHEDULED FOR ALL GUIDANCE DUTIES

Percentage of Time	Number of Responses
100%	28
75-99%	3
25-74%	5
Less than 25%	1
TOTAL	37

Within the area of guidance duties, the counselor's pupil loads ranged from 120 to 2600 children (an average of 764.94) with nine counselors each responsible for over 800 pupils. Thirty-three counselors worked with both boys and girls while four worked primarily with boys. Generally the counselors spent most of their time with children in the fifth and sixth grades and worked least with children in kindergarten and first grade. Table 8 provides a summary of this information.

Table 8

GRADE LEVEL COMMITMENTS OF THE COUNSELORS

Grade Levels Worked with Most	No. of Responses	Grade Levels Worked with Least	No. of Responses
5,6	10	K,1	9
4,5	4	K,2	5
All even	3		
3,6	3	3,4	4
1,2	2	All even	3
K,3	2	5,6	2
1,6	2	K,6	2
		1,2	2
4,6	1	2,3	1
3,5	1	2,4	1
K,4	1	3,6	1
K,5	1	4,5	1
3,4	1	7,8	1
2,3	1	4	1
3,4,5	1	No answer	4
4,5,6	1		37
6,7,8	1		
No answer	2		
	37		

In answering questions four and five, one counselor noted that there was no kindergarten through third grade in her building, another that her school was ungraded, and others wrote in the seventh and eighth grades which were not included as choices in the questionnaire. A few counselors also stated that they worked with certain grade levels primarily because the teachers were more cooperative.

Professional Responsibility

Parts A through F in section two compared the amount of time the counselors spent working in six major areas of professional responsibility with the amount of time they think they should spend. These areas included working directly with students, teachers, administrators, parents, other pupil services workers, and community agency representatives. Attention should be focused on the tendencies toward agreement or disagreement between the two columns of data presented in Table 9.

Table 9

COUNSELOR TIME SPENT IN SIX MAJOR AREAS OF PROFESSIONAL RESPONSIBILITY

		Percentage Now Spent	Percentage Should Spend
Part A.	Working Directly with Students	44.08	43.58
Part B.	Working Directly with Teachers	21.20	20.50
Part C.	Working Directly with Administration	9.08	8.05
Part D.	Working Directly with Parents	11.11	14.44
Part E.	Working Directly with Other Pupil Services Workers	9.82	8.55
Part F.	Working Directly with Community Agencies	4.45	4.85

There is general agreement between the amount of time the counselors spent and the amount of time they think they should spend in working directly with students, teachers, administrators, pupil services workers and with community agency representatives. However, the counselors reported that they should spend more time (14% as opposed to 11%) working with parents than they report actually doing.

There was also agreement as to the degree of importance allotted to the major areas of counselor responsibility. This is illustrated by the rank ordering of categories in Table 10.

Table 10

RANK ORDER OF COUNSELOR TIME SPENT IN SIX MAJOR AREAS OF PROFESSIONAL RESPONSIBILITY

	Percentage Now Spent	Percentage Should Spend
Working Directly with Students	44.08	43.58
Working Directly with Teachers	21.20	20.50
Working Directly with Parents	11.11	14.44
Working Directly with Other Pupil Services Workers	9.82	8.55
Working Directly with Administration	9.08	8.05
Working Directly with Community Agencies	4.45	4.85

Similar percentages were reported by the elementary school counselors in California in an extensive study compiled by McCreary and Miller (1966). These investigators also averaged the amount of time the counselors spent in comparable guidance functions. The results of the California study are compared with those of this investigation and are presented in Table 11.

Table 11

COMPARISON OF ELEMENTARY SCHOOL COUNSELORS IN WISCONSIN AND CALIFORNIA IN TIME SPENT IN THE MAJOR AREAS OF PROFESSIONAL RESPONSIBILITY

	Percentage Spent in Wisconsin	Percentage Spent in California
Working Directly with Students	44	50
Working Directly with Teachers	21	17
Working Directly with Administration	9	10
Working Directly with Parents	11	12
Working Directly with Other Pupil Services Workers	10	11
Working Directly with Community Agencies	5	
	100	100

The NDEA, V-A counselors in Wisconsin spend relatively less time (44% as opposed to 50%) working with students than the California counselors, while the Wisconsin counselors report spending more time (21% as opposed to 17%) working with teachers. There is considerable agreement in the amount of time both groups spend working with parents and administrators. It appears that Wisconsin counselors spend more time working with other pupil services workers and with community agency representatives. The counselors in both studies agreed to the rank ordering of the major areas of professional responsibility. Working with students is considered to be most important and is followed by working with teachers, parents, administrators, and other pupil services workers and community agency representatives.

Elementary school counselors in Wisconsin generally agree in reporting the amount of time they spent in the various areas of professional responsibility. On the average, they reported spending the majority of their time working with students, then with teachers, parents, administrators, other pupil services workers and finally with community agency representatives.

Counselor Time Spent on Specific Guidance Activities

Section three of the survey was concerned specifically with comparing the amount of time the counselors spent with the amount of time they think they should spend working in specific guidance activities. These activities fall within the six major areas of professional responsibility listed in Tables 9, 10 and 11. A general overview is presented in Table 12 after which the results of each part are analyzed separately.

Table 12

COUNSELOR TIME SPENT ON SPECIFIC GUIDANCE ACTIVITIES

		Percentage Now Spent	Percentage Should Spend
Part A.	Working Directly with Students		
	1. Orientation and Articulation	16.77	16.85
	2. Individual Appraisal	26.30	21.17
	3. Individual Counseling	39.02	39.55
	4. Group Counseling	17.61	21.97
Part B.	Working Directly with Teachers		
	1. Developing Guidance Skills	21.25	27.44
	2. Children with Problems	56.00	49.35
	3. Adapting Class Instruction	22.75	23.20
Part C.	Working Directly with Administration		
	1. Leadership and Development	29.55	28.36
	2. Additional Guidance Duties	27.13	30.57
	3. Additional Non-Guidance Duties	3.58	2.12
	4. Students	30.86	26.90
	5. Liaison Work and Public Relations	9.13	12.39
Part D.	Working Directly with Parents		
	1. Parent Conferences	72.15	65.84
	2. Group Activities	27.83	34.15
Part E.	Working Directly with Other Pupil Services Workers		
	1. School Nurse and/or Health Personnel	25.11	20.32
	2. School Psychologist	26.47	30.09
	3. School Social Worker	15.11	22.32
	4. Secondary School Counselor	19.86	16.91
	5. Speech Therapist	12.88	10.41
Part F.	Working Directly with Community Agencies		
	1. Community Clubs and Organizations	14.42	17.53
	2. Health Organizations (e.g., public health officials and agencies)	18.62	19.25
	3. Law Enforcement	10.48	11.65
	4. Mental Health Organizations	28.37	29.18
	5. Social Welfare	28.08	22.37

WORKING DIRECTLY WITH STUDENTS. The counselors reported spending approximately 44% of their time working directly with students. This general area was divided into four subtopics which included orientation and articulation, individual appraisal, individual counseling, and group counseling. The percentage of time the counselors spent in each of these specific guidance activities and the amount of time they think they should spend are compared in Table 13.

Table 13

COUNSELOR TIME SPENT WORKING DIRECTLY WITH STUDENTS

	Percentage Now Spent	Percentage Should Spend
Orientation and Articulation	16.77	16.85
Individual Appraisal	26.30	21.17
Individual Counseling	39.02	39.55
Group Counseling	17.61	21.97

There is considerable agreement between the two columns in the subtopics of individual counseling and orientation and articulation. Individual counseling was described as counseling relating to academic planning, educational and vocational planning, and personal-social counseling, while orientation and articulation included talking with parents, interviewing new transfer students, and working with secondary school counselors. However, the counselors think that they should spend more time (22% as opposed to 18%) in group counseling, and that they should spend less time (21% as opposed to 26%) in individual appraisal. Individual appraisal involved organizing and conducting group testing programs, conducting case studies, and developing anecdotal records.

The two columns were also compared to determine the order of importance that the counselors attributed to each of the four subtopics. This ordering can be seen in Table 14.

Table 14

RANK ORDER OF COUNSELOR TIME SPENT WORKING DIRECTLY WITH STUDENTS

Rank Order of Time Now Spent	Rank Order of Time Should Spend
Individual Counseling	Individual Counseling
Individual Appraisal	Group Counseling
Group Counseling	Individual Appraisal
Orientation and Articulation	Orientation and Articulation

WORKING DIRECTLY WITH TEACHERS. The counselors reported spending approximately 21% of their time working directly with teachers. This general area has been divided into four subtopics which include helping to develop the teachers' guidance skills, working with them concerning children with problems, and helping them adapt their class pupil instruction to varying pupil types and individual needs. A comparison of the amount of time the counselors spent in each of these specific guidance activities and the amount of time they think they should spend is presented in Table 15.

Table 15

COUNSELOR TIME SPENT WORKING DIRECTLY WITH TEACHERS

	Percentage Now Spent	Percentage Should Spend
Develop Guidance Skills	21.25	27.44
Children with Problems	56.00	49.36
Adapting Class Instruction	22.75	23.20

The counselors generally agree to the amount of time which they spent and think they should spend in adapting class instruction. The activities under this category include providing teachers with information regarding pupils, assisting in sectioning or grouping of pupils, and helping to provide learning experiences for exceptional pupils. On the other hand, there is a considerable amount of disagreement between the two columns in the remaining two subtopics. The counselors think they should be spending more time (27% rather than 21%) helping the teachers develop guidance skills, e.g., conducting and organizing planned inservice training, instructing teachers regarding testing programs, and helping teachers understand guidance activities. The counselors reported that they should be spending less time (49% rather than 56%) in working with teachers concerning children with problems. Some of these activities include talking informally with teachers concerning student problems, working with teachers on student referrals, and helping teachers diagnose problems through classroom observation or individual studies.

Again the two columns were compared to determine the order of importance that the counselors attributed to each of the four subtopics. This rank ordering is presented in Table 16.

Table 16

RANK ORDER OF COUNSELOR TIME SPENT WORKING DIRECTLY WITH TEACHERS

Rank Order of Time Now Spent	Rank Order of Time Should Spend
Children with Problems	Children with Problems
Adapting Class Instruction	Develop Guidance Skills
Develop Guidance Skills	Adapting Class Instruction

In both columns the counselors agreed that the majority of their time in working directly with teachers should be spent in helping them with children with problems. However, they disagreed on the ordering of the other two subtopics. The counselors spent the second largest percentage of time in adapting class instruction whereas they think they should spend this amount of time in helping teachers develop skills. Perhaps with improved guidance skills teachers can then better adapt their own classroom instruction.

WORKING DIRECTLY WITH ADMINISTRATION. The counselors reported spending approximately nine percent of their time working directly with the administration. This general area has been divided into five subtopics. These were listed as leadership and development, additional guidance duties, additional non-guidance duties, students and liaison work and public relations. The amount of time which the counselors allotted to each of these specific guidance activities is compared to the amount of time they think they should allot in Table 17.

Table 17

COUNSELOR TIME SPENT WORKING DIRECTLY WITH ADMINISTRATION

	Percentage Now Spent	Percentage Should Spend
Leadership and Development	29.55	28.36
Additional Guidance Duties	27.13	30.57
Additional Non-Guidance Duties	3.58	2.12
Students	30.86	26.90
Liaison Work and Public Relations	9.13	12.39

Both columns show similarities in the percentages of time the counselors spend in leadership and development of implementing and coordinating the guidance activities. Agreement also resulted in the category of non-guidance duties--substituting for teachers and supervising corridors of classrooms. The counselors seem to feel that they should spend a little more time in additional guidance duties, (31% as opposed to 27%). These duties include maintaining cumulative records, conducting research or study activities, and working with the curriculum and other committees to improve the school program. More time should also be spent in liaison work and public relations, (12% rather than 9%) and in describing their role to community service organizations. On the other hand, less time should be spent in working with the administration concerning particular students, (26% rather than 30%).

In comparing the two columns to determine the order of importance of the five subtopics, Table 18 was compiled.

Table 18

RANK ORDER OF COUNSELOR TIME SPENT WORKING DIRECTLY WITH ADMINSTRATION

Rank Order of Time Now Spent	Rank Order of Time Should Spend
Students	Additional Guidance Duties
Leadership and Development	Leadership and Development
Additional Guidance Duties	Students
Liaison Work and Public Relations	Liaison Work and Public Relations
Additional Non-Guidance Duties	Additional Non-Guidance Duties

There is considerable disparity between the rankings of two of the above categories, those regarding students and additional guidance duties. The counselors reported spending the majority of their time working directly with the administration in matters concerning particular students. Additional guidance duties were rated as third in importance. The counselors, however, indicated that the additional guidance duties should be first and that the student category should be third. The remaining three rankings are identical with leadership and development second, liaison and public relations fourth, and additional non-guidance duties fifth in order of importance.

WORKING DIRECTLY WITH PARENTS. The counselors reported spending approximately 11% of their time working directly with parents. Within this general area, two specific guidance activities were delineated, parent conferences and group activities. The percentage of counselor time spent in these two specific guidance activities was compared to the percentage of time the counselors think they should spend. The results are presented in Table 19.

Table 19

COUNSELOR TIME SPENT WORKING DIRECTLY WITH PARENTS

	Percentage Now Spent	Percentage Should Spend
Parent Conferences	72.16	65.84
Group Activities	27.83	34.15

The counselors reported that they should spend considerably less time in parent conferences than they now spend, (65% rather than 72%). This subtopic of parent conferences was concerned with interviewing parents regarding a student's educational and personal problems and with telephone discussions and follow-ups. Since less time was advocated for parent conferences, the counselors indicated that more time should be spent in group activities for parents, such as organizing and conducting activities to describe the guidance program, interpreting test or other pupil data, and orienting parents to secondary school programs.

Both columns agree to the order of importance which is allotted to the two specific guidance functions cited above. Almost twice as much time was reported as spent in individual rather than in group activities with parents.

WORKING DIRECTLY WITH OTHER PUPIL SERVICES WORKERS. The counselors reported spending about 10% of their time working directly with other pupil services workers. The five listed specifically were the school nurse or health personnel, the school psychologist, the school social worker, the secondary school counselor, and the speech therapist. A comparison was made between the percentage of time which the counselor spent and the percentage of time he thinks he should spend in working with each of these special help personnel. This data is summarized in Table 20.

Table 20

COUNSELOR TIME SPENT WORKING DIRECTLY WITH OTHER PUPIL SERVICES WORKERS

	Percentage Now Spent	Percentage Should Spend
School Nurse and/or Health Personnel	25.11	20.32
School Psychologist	26.47	30.09
School Social Worker	15.11	22.32
Secondary School Counselor	19.86	16.91
Speech Therapist	12.88	10.41

The counselors reported spending about 25% of the time allotted to working with special help personnel with the school nurse, whereas they suggested that they should spend only about 20%. They reported less time (17% rather than 20%) should also be spent with the secondary school counselor, as well as less time (10% rather than 13%) spent with the speech therapist. On the other hand they reported that more time (30% rather than 26%) should be spent in working with the school psychologist, and also more time with the school social worker (22% rather than 15%). These last two pupil services workers' functions are more closely related to the counselors' functions. The specific activities within this area were described as interviewing pupil services workers regarding particular students, organizing and communicating staff referrals of students to them, and coordinating the efforts of all pupil services workers.

Some of the counselors added remarks which were of interest. Seven counselors stated that their schools did not employ social workers; three had no psychologist; two had no speech therapist; and one had no school nurse. Several other counselors did not respond at all, which may also have indicated an absence of these pupil services workers.

The rank order of importance which the counselors attributed to working with each of these pupil services workers is compiled in Table 21.

Table 21

RANK ORDER OF COUNSELOR TIME SPENT WORKING DIRECTLY WITH PUPIL SERVICES WORKERS

Rank Order of Time Now Spent	Rank Order of Time Should Spend
School Psychologist	School Psychologist
School Nurse	School Social Worker
Secondary School Counselor	School Nurse
School Social Worker	Secondary School Counselor
Speech Therapist	Speech Therapist

WORKING DIRECTLY WITH COMMUNITY AGENCIES. The counselors reported spending approximately five percent of their time working directly with community agencies, such as community clubs and organizations, health organizations, law enforcement agencies, mental health organizations, and social welfare agencies. This work involves interviews with appropriate personnel regarding particular students and school problems and also referrals of parents and students to these community agencies. The percentage of time which the counselors spend working with each of these agencies is presented in Table 22 along with the amount of time they reported that they should spend.

Table 22

COUNSELOR TIME SPENT WORKING DIRECTLY WITH COMMUNITY AGENCIES

	Percentage Now Spent	Percentage Should Spend
Community Clubs and Organizations	14.42	17.53
Health Organizations	18.62	19.25
Law Enforcement	10.48	11.65
Mental Health Organizations	28.37	29.18
Social Welfare	28.08	22.37

Considerable agreement was found between both columns concerning the percentages of time spent with health organizations. The counselors reported that they should spend a little more time (18% rather than 14%) working with community clubs and organizations. Less time (22% as opposed to 28%) should be spent in working with social welfare agencies.

Both columns are identical in the rank of importance that has been assigned to each of the five community agencies. The category of mental health organizations was first, followed by social welfare agencies, health organizations, community clubs and organizations, and law enforcement agencies respectively.

Counselor Time Spent in Individual Counseling

Section four of the survey was concerned specifically with the purposes of individual counseling and the patterns of pupils seen. Again counselor time spent in individual counseling was compared to the amount of time counselors indicated they should spend. A general overview of the results is presented in Table 23 with each part subsequently analyzed.

Table 23

COUNSELOR TIME SPENT IN INDIVIDUAL COUNSELING

	Percentage Now Spent	Percentage Should Spend
Part A. Counseling		
1. Counseling Relating to Academic Concerns	23.22	18.75
2. Counseling Relating to Maladaptive Behavior	25.85	22.75
3. Counseling Relating to Home and Family Situations	14.82	19.12
4. Counseling Relating to Emotional-Psychological Needs	19.94	21.90
5. Counseling Relating to Social Development	16.57	18.75
Part B. Patterns of Pupils Seen		
1. Pupils Coming in on Their Own Initiative	16.00	28.48
2. Pupils Coming in on Counselor Initiative	17.44	12.24
3. Pupils Referred by Teachers	39.38	32.42
4. Pupils Referred by Parents	7.86	10.24
5. Pupils Referred by Administrators	9.25	6.72
6. Pupils Referred by Other Pupil Services Staff	7.36	6.63
7. Pupils Referred by Other Agencies	2.61	3.36

COUNSELING. Counseling at the elementary school level was assumed to be primarily related to pupils' academic concerns, maladaptive behavior, home and family situations, emotional-psychological needs and social development. These subtopics were delineated and the percentages of time which the counselors spend and the percentages of time which they think they should spend in each of these categories were determined from the data. A summary of this information is presented in Table 24.

Table 24

COUNSELOR TIME SPENT IN VARIOUS FACETS OF COUNSELING

	Percentage Now Spent	Percentage Should Spend
Counseling Relating to Academic Concerns	23.22	18.75
Counseling Relating to Maladaptive Behavior	25.85	22.75
Counseling Relating to Home and Family Situations	14.82	19.12
Counseling Relating to Emotional-Psychological Needs	19.94	21.09
Counseling Relating to Social Development	16.57	18.75

Both columns in Table 24 follow similar patterns. The counselors reported that they should spend less time in counseling related to academic concerns and more related to maladaptive behavior. On the other hand, they indicated that they should spend a little more time than they were spending in counseling related to the areas of home and family situations, in emotional-psychological needs, and social development.

A comparison of two columns to determine the order of importance that the counselors attributed to each of the five subtopics was made. This ordering is presented in Table 25.

Table 25

RANK ORDER OF COUNSELOR TIME SPENT IN VARIOUS FACETS OF COUNSELING

Rank Order of Time Now Spent	Rank Order of Time Should Spend
Counseling Relating to Maladaptive Behavior	Counseling Relating to Maladaptive Behavior
Counseling Relating to Academic Concerns	Counseling Relating to Emotional-Psychological Needs
Counseling Relating to Emotional-Psychological Needs	Counseling Relating to Home and Family Situations
Counseling Relating to Social Development	Counseling Relating to Social Development
Counseling Relating to Home and Family Situations	Counseling Relating to Academic Concerns

The counselors reported their most important concern should be counseling related to maladaptive behavior. The remaining four subtopics differ. The counselors indicated that counseling related to emotional-psychological needs should be second in time importance whereas it was listed as third in the "now spent" column and counseling related to home and family situations should be third, whereas it is now fifth. Both columns agree that counseling related to social development should be fourth in importance. The counselors reported further that counseling related to academic concerns should be fifth, whereas it is now second in importance.

PATTERNS OF PUPILS SEEN. Under the heading of patterns of pupils seen, seven subtopics were listed. Table 26 presents the amount of time the counselors reported spending and the amount of time they thought they should be spending relative to patterns of pupils that they see.

Table 26

COUNSELOR TIME SPENT IN PATTERNS OF PUPILS SEEN

	Percentage Now Spent	Percentage Should Spend
Pupils Coming in on Their Own Initiative	16.00	28.48
Pupils Coming in on Counselor Initiative	17.44	12.24
Pupils Referred by Teachers	39.38	32.42
Pupils Referred by Parents	7.86	10.24
Pupils Referred by Administrators	9.25	6.72
Pupils Referred by Other Pupil Services Staff	7.36	6.63
Pupils Referred by Other Agencies	2.61	3.36

In relation to the patterns of pupils seen, the counselors reported that they should be spending more time (28% rather than 16%) with pupils seeking counseling on their own initiative and more time (10% rather than 7%) with pupils referred by parents. They feel that they should spend considerably less time with pupils coming in on counselor initiative, and with pupils referred by teachers and administrators. There was considerable agreement with the time spent and the time which should be spent with pupils referred by other pupil services staff and by other agencies.

Again the two columns were compared to determine the order of importance that the counselors assigned to each of the seven categories. This rank ordering is presented in Table 27.

Table 27

RANK ORDER OF COUNSELOR TIME SPENT IN PATTERNS OF PUPILS SEEN

Rank Order of Time Now Spent	Rank Order to Time Should Spend
Pupils Referred by Teachers	Pupils Referred by Teachers
Pupils Coming in on Counselor Initiative	Pupils Coming in on Their Own Initiative
Pupils Coming in on Their Own Initiative	Pupils Coming in on Counselor Initiative
Pupils Referred by Administrators	Pupils Referred by Parents
Pupils Referred by Parents	Pupils Referred by Administrators
Pupils Referred by Other Pupil Services Staff	Pupils Referred by Other Pupil Services Staff
Pupils Referred by Other Agencies	Pupils Referred by Other Agencies

As can be seen, the majority of pupils are referred to counselors by their teachers. The counselors agree that this is the way it should be, perhaps due to the advantages of the unique teacher-pupil relationship. The preferred ranking continues with pupils coming in as a result of their own initiative, counselor initiative, parent referral and administrator referral. Presently, more pupils are seen as a result of counselor initiative than pupil initiative, and more pupils are referred by administrators than by parents. Both columns were identical in placing the pupils referred by other pupils services staff and by other agencies as sixth and seventh in importance.

This section has focused upon counselor time spent in individual counseling as related to the purposes of counseling and the patterns of pupils seen. The elementary school counselors in Wisconsin tend to agree rather than disagree as to the amount of time they spend and think they should spend in these two areas of individual counseling. Also of interest was the order of importance that the counselors assigned to each of the subtopics within these two areas.

Subjective Questions

The three open-ended questions in section five of the survey allowed the counselors more freedom to express their ideas on several pertinent issues. These questions asked the counselors to report how the elementary school guidance program had been received in their districts, to what extent they got involved in the district-wide planning of guidance services, and how counselor education programs could better prepare elementary school counselors. A space for other comments was also provided.

DISTRICT RECEPTION OF THE ELEMENTARY SCHOOL GUIDANCE PROGRAM. The question was asked how the elementary school guidance program had been received in the various districts. The counselors' answers to this question have been divided into five categories. These categories and results are presented in Table 28.

Table 28

DISTRICT RECEPTION OF THE GUIDANCE PROGRAM

Degree of Reception	Number of Responses
Exceptionally Well	5
Very Well	12
Well	14
Fairly Well	4
No Response	2
	37

Most of the counselors indicated that their elementary school guidance programs had been well received within their districts. Several, however, suggested that more and better public communication was needed - that parents, teachers, and students continually need to be kept informed of the guidance services available. One counselor observed further that some of the parents from economically depressed areas are especially suspicious of the counselor's intentions. In order to keep the public informed, a few of the counselors spoke with other PTA groups as well as their own, participated in local radio and television programs, and wrote newspaper articles. Consequently, they reported that parents participated with greater frequency, that teachers saw the counselor as less of a threat, and that students came in more frequently on their own initiative.

COUNSELOR INVOLVEMENT IN THE DISTRICT-WIDE PLANNING OF GUIDANCE SERVICES. The second question referred to the extent that counselors became involved in the district-wide planning of guidance services. The counselors' answers to this question have been divided into three categories, depending on the degree of their involvement. These categories and results are found in Table 29.

Table 29

COUNSELOR INVOLVEMENT IN PLANNING GUIDANCE SERVICES

Degree of Involvement	Number of Responses
Much	17
Some	10
Very Little	10
	37

All of the counselors became involved to some extent in the district-wide planning of guidance services. The seventeen counselors who indicated that they had much to say served as consultants or coordinators, either of the general guidance program or testing program. Others in this category were members of a pupil personnel services committee. Ten counselors reported that they had some influence and elaborated that they were either coordinating the testing schedules and visitations, attending a county-wide meeting once a month, discussing the guidance program with the director, or developing an elementary guidance brochure.

SUGGESTIONS FOR BETTER COUNSELOR EDUCATION PROGRAMS FOR ELEMENTARY SCHOOL COUNSELORS. The third subjective question asked by the survey was concerned specifically with how counselor education programs could better prepare elementary school counselors. Most of the counselors recommended that the counselor education program for elementary school counselors be more specialized. They advocated that the elementary guidance curriculum be separated from the secondary guidance curriculum, that there was a need for a more practical approach to guidance, and that special institutes should be provided.

In recommending that elementary school counselors have more specialized training, the counselors suggested specific course work that should be emphasized. A list of these courses follows:

1. Child development
2. Analysis of reading difficulties

3. Individual testing
4. Group guidance
5. Interviewing techniques
6. Working with parents
7. Setting up a guidance program
8. Diagnosing elementary age problems
9. Guidance procedures with elementary school children
10. Research
11. Practicum in an elementary school setting

In addition to having practicum in an elementary school setting the counselors recommended that it be supervised by an experienced elementary school counselor and that audio-visual tapes be used.

OTHER COMMENTS. Twenty counselors provided other comments. The majority of these comments reflected the need for more contact with state department representatives. The counselors suggested that several more state department supervised workshops be conducted throughout the state, even during the summer. They would then have the opportunity to engage in small group discussions with other counselors and members of the state department staff. The counselors also suggested that the state department initiate district meetings for administrators, so that these "key personnel" could assist them in "selling" the elementary school guidance program.

Many other comments were related to the counselors' experiences in this pilot program. One counselor reported that he spent more time organizing the guidance program and defining his role than he had anticipated or desired. Another counselor needed more freedom in developing his guidance program so that he could schedule times that were meaningful to the boys and girls. A counselor with three years of experience wrote that she now spends less time working with individual children and more time working with teachers and parents. Several others reported that their elementary teaching experience had been invaluable. A final request involved providing counselors with office and work time or clerical help.

Conclusions

In this study the role of the elementary school counselors has been clarified by focusing on the 33 NDEA, V-A pilot elementary school guidance programs in the state of Wisconsin during 1967-68 The 37 counselors responded according to the amount of time they spent working with students, teachers, administrators, parents, other pupil services workers, and community agency representatives. It was found that on the average the counselors spent the largest proportion of their time (44%) in counseling students, both individually and in groups. About 32 per cent of their time was spent in consulting functions with parents and teachers while the remaining 24 per cent of time was spent in coordinating functions with administrators, pupil services workers, and community agency representatives. The counselors, then, placed major emphasis on counseling, followed by consultation and coordination.

Considerable agreement was noted between the amount of time the counselors spend in the major areas of counselor responsibility and amount of time they think they should spend. When subtopics in the major areas were delineated, again the percentages in both columns were quite similar. Evidently the counselors in this study did not desire to see their roles changed in any significant way.

This general tendency toward counselor role satisfaction may be due to several factors inherent in the organization and development of the NDEA, V-A pilot programs in Wisconsin. The counselors' roles were generally well defined before they assumed their positions. The state supervisors of guidance services had met with administrators to discuss counselor role, and the program application required that specific functions be listed. Within this framework the counselors were allowed considerable freedom in creating their own programs according to school and community needs. Few restrictions were imposed by principals; evidently they trusted that the counselors were doing what they thought they should be doing. It seems natural, then, that the counselors did not desire to see their roles changed in any significant manner.

Information concerning the counselors' professional qualifications and the general characteristics of their programs was analyzed. The counselors in this study were very well qualified for their positions. A substantial majority (28 out of 37) held Master's Degrees; all but one had prior teaching experience; and all were certified by the State of Wisconsin. Seventy-five per cent of the counselors devoted full-time to their guidance duties. The average pupil load was 764.94 students with one-fourth of the counselors responsible for over 800, the suggested limit.

Information concerning the community reception of guidance services and counselor involvement in the district-wide planning of these services was also analyzed. The counselors reported that their services had been well received by students, parents, teachers and others. They particularly stressed the importance of keeping the public informed of the guidance services available. All of the counselors participated in the district-wide planning of guidance services. They suggested also that they meet more often with other elementary school counselors.

The focus of this study has been limited and the results cannot be generalized to counselors other than those who participated in the NDEA, V-A pilot programs in Wisconsin. The survey, however, was a beginning within the state of Wisconsin, and perhaps others will expand its significance to include several states or the entire nation. Hopefully, this study has served to clarify the role of the elementary school counselor in Wisconsin for counselors already involved in elementary school guidance services, school districts with formalized elementary guidance programs, and for those districts interested in initiating such services.

Reference

McCreary, W. H., and Miller, G. Elementary school counselors in California, Personnel and Guidance Journal, 1966, 4, 494-498.

III PILOT PROGRAM APPLICATIONS

Pilot Program Applications

This section of the booklet presents selected data from the original applications of Wisconsin's 1967-68 NDEA, V-A pilot programs in elementary school counseling. In making application to participate in the pilot program, each school district was required to submit a narrative regarding the present status of elementary school guidance services within its district and to describe its plans for the development of the pilot project. When considered in context with Chapter IV, Excerpts From the Evaluation Reports, the intent is to give the reader suggestions on the development and establishment of quality programs in elementary school guidance services.

The description of the pilot proposal had to include such factors as grade level to be involved, specific activities, and the rationale for the program. An optional outline, as suggested by the Department of Public Instruction, was as follows:

A. Organization and Administration
B. Pupil Inventory and Records
C. Counseling Services
D. Faculty Consultation
E. Parental Consultation
F. Follow-up Services
G. Evaluation

Local school districts were also required to describe briefly their local facilities in which individual counseling, small group conferences, materials storage, etc., needs could be reasonably met. This description was to include the provision for such details as adequacy of space, seating, lighting, ventilation, and freedom from distraction. The information provided by all aspects of the project application, was then evaluated by a committee in the Department of Public Instruction. All projects approved met the criteria outlined in Chapter I.

The applications for the pilot programs were directed at several grade level combinations. By definition of the Wisconsin State Plan for NDEA, V-A, the elementary school guidance projects were restricted to grades K-6. The project proposals included those that were K-6 inclusive, those directed only at two to five grade levels, and those directed at only one grade level. In the latter case, this proved to be grade 6.

New program applicants, districts participating for the first time in 1967-68, stressed mostly the careful development of the counselor's role; written job descriptions for the counselor; review, revision and organization of cumulative records; and organization of the standardized testing programs. On-going programs, those in their second and third years of operation, tended to concentrate on expansion of activities initiated in the first year. Typically, these programs were looking for new approaches and techniques in meeting problems not solved earlier.

In selecting aspects of the program applications included in this section of the booklet, it was decided not to identify the school districts quoted. The intent of this was not to take credit away from the school districts but rather to protect in certain instances the integrity of the persons, professional, client, or other, involved. Also, some editorial privilege has been exercised in changing partially some of the reports quoted.

"District 1"

District 1 represents a first-year project conducted in one school building in a large city school system during 1967-68. The counselor worked on a full-time basis with all pupils in grades K-6.

Program Rationale

Because of a high incidence of reading difficulty in the junior high schools and the senior high school; because of a lack of self-identity among many children; because many pupils have poor study habits; because proper preventative measures to curb absenteeism have not been exerted; and because a high rate of parental complacency is evident, we realize the importance of instituting this program so that we may better prepare these children for succeeding steps in the "ladder of life."

An elementary school counselor, certified by the State Department of Public Instruction, will be employed for this project. This program will continue in following years, and hopefully will be expanded to include the other elementary schools in this district.

Purposes and Objectives

1. To increase the overall achievement level of pupils of the school.

2. To assist the staff in developing a personally meaningf learning experience for all children through an individualized instructional-curricular program.

3. To promote greater appreciation of human potential.

4. To assist teachers to be sensitive to the needs of children for affection, security, feelings of self-worth, and the opportunity to succeed; and to help teachers to know and use techniques which will enable them to recognize and meet each child's needs.

5. To develop ways and means for rapid identification of developing pupil problems.

6. To provide guidance services for all children recognizing that guidance is not a privilege accorded the maladjusted, but is a necessity for every child.

7. To prepare resource materials to be used by participants in the guidance program.

8. To articulate guidance services with the receiving schools, junior high school and others.

9. To develop community resources so that they may be utilized efficiently in serving children.

10. To provide a standardized testing program utilizing individual and group tests which have well established reliability and validity.

11. To develop a program of group guidance to assist each child in receiving information, developing attitudes, and giving opportunity for self-understanding.

12. To make available clinical services to children whose behavior indicates such need.

13. To explore and identify areas of the curriculum in which guidance is an integral and dynamic part.

14. To relate principles of mental hygiene to the home environment of each child through a broadly functioning program of parent education.

15. To evaluate the guidance program at regular intervals.

Role and Responsibilities of the Elementary School Counselor

1. To facilitate the growth and understanding of child development.

2. To develop with the staff a preventative approach to problems of children whether they be educational, social, or emotional.

3. To develop with the staff a greater understanding of the learning process.

4. To assist the staff in implementing developmental grouping procedures for all children enrolled.

5. To assist the staff in making necessary curriculum changes to meet the optimum needs of all children.

6. To counsel all pupils regarding learning, physical, social and emotional growth.

7. To hold conferences with parents regarding any pupil problems.

8. To coordinate the services of itinerant specialists serving the school.

9. To demonstrate leadership in pre-school programs and parent education in the area served by the elementary school.

The elementary guidance worker will serve as a consultant to the teacher and the principal. He will be a resource person for the school psychologist and the school nurse and will also coordinate their activities to facilitate a successful learning experience for children with special problems. The elementary school counselor will be under the direction and supervision of the building principal. He will receive general supervision from the guidance director as it pertains to the total school program.

Role and Responsibilities of the Elementary Teacher

1. To observe children's behavior in daily situations.

2. To use a variety of methods to study children individually and in groups.

3. To contribute to and use cumulative records for each child.

4. To take part in a systematic program of standardized testing.

5. To evaluate the growth and learning of children and the effectiveness of the curriculum.

6. To refer children for special study and guidance when help is needed.

7. To recognize children with exceptional needs and know the special services available to them.

8. To meet with parents individually and in groups to understand children better and to involve parents in the education of their children.

9. To work with community personnel and agencies in providing for children's educational and social needs.

10. To engage in professional growth activities to deepen his understanding of children.

Role and Responsibilities of the School Nurse

1. To identify factors which may or do impede the maximum development of children.

2. To assist pupils to establish suitable health practices conducive to a rewarding school career.

3. To cooperate with others on the school staff to promote the overall development of all children in the school.

4. To work closely with the school counselor to bring about a correction or remediation of imparities.

The function of the school nurse in the elementary school guidance program will be to advise teachers on the health status of children and to also develop a sound health education program.

Role and Responsibilities of the School Psychologist

1. To inform school personnel and parents regarding services of the school psychologist.

2. To accept for study individuals referred by school staff.

3. To study the problems and potentialities of individuals referred, formulate procedures to be followed in individual studies, and provide or help secure needed treatment.

4. To confer with school personnel regarding referrals, interpret findings, and recommend treatment needed.

5. To keep informed regarding various services available in the community that can be used in helping individuals to solve their problems and be prepared

to secure particular services for the individual who may need them.

6. To assist school personnel to understand the problems and needs that children commonly have at various age levels.

7. To assist school personnel, as well as members of the community, to understand the causes underlying types of behavior and methods of helping children to develop desirable behavior patterns.

The primary function of the school psychologist will be to measure and interpret the intellectual, social and emotional development of children with special needs. The school psychologist and his staff will work closely with the elementary school counselor.

Evaluation Processes

1. Use of standardized tests

2. Locally constructed measures

    a. Teacher-made tests
    b. Teacher-rating tests
    c. Observer-rating scales
    d. Attitude scales
    e. Pupil self-rating inventories
    f. Physical examinations

3. Attitudes of parents and pupils as shown by

    a. Attendance
    b. Interest in school
    c. Achievement of pupils
    d. Health records
    e. Emotional stability of pupils

4. Improvement in academic grades in all classes

    a. Reaction of parents
    b. Improvement in outlook of pupil
    c. Pupil comments made through oral or written statements
    d. Interest shown in the school program by the pupil
    e. Progress made in reading

5. Scope of pupil, parent, and teacher involvement with the elementary school counselor in the guidance project.

    a. Frequency and extent of referrals
    b. Completeness of work done in referrals
    c. Number of parent conferences held
    d. Number of pupil conferences held
    e. Number of group conferences held

"District 2"

District 2 is representative of the "average size" Wisconsin school district. This was a first year project in 1967-68 and served a limited number of pupils in grades K-6.

Organization and Administration

The organization and administration of the guidance department is directly under the supervision of the principal at the level or school to which the counselor is assigned.

The school counselors work together in a quasi-official department with the senior counselor designated as the chairman. Though this department has been recognized as an identity with much influence and its recommendations are followed, the ultimate authority rests with the principals.

The elementary school counselor will be responsible for guidance services in grades K-6. To implement the work of this individual, the superintendent will provide suitable physical and budgetary support. In addition, the director of instruction, functioning as a coordinator of instruction and special services, will be responsible for the coordination of the counselor as he works with the administrative and instructional staff.

The school secretary will be able to give assistance as needed in answering the telephone, providing materials, and general clerical help. These services will help to relieve the counselor of unwarranted distractions when in conference and the pressures of office procedures.

Pupil Inventory and Records

The counselor will have free and unlimited access to all cumulative records presently kept by the school in the school office. The counselor will establish a system of pupil folders designed specifically for the use of the counselor and related child study agencies. These folders will contain the following items, commercially and/or locally made, plus other material pertinent to the needs of the individual child:

1. Pupil Personality Record
2. Biographical Record
3. Social Inventory
4. Counselor Anecdotal Record
5. School Educational Inventory

Counseling Service

Basically, the counseling service will be structured in three ways:

1. Counseling of individual pupils with social-emotional problems

2. Counseling with small groups of children with common traits

3. Leading guidance activities with classroom groups upon invitation of the teacher.

Referrals to the counselor will come from the teacher, principal, or other interested adult. The counselor will encourage "drop-in" sessions with the pupils. Each type of request for the counselor's service has a place in the elementary counseling service and an evaluation of the relative effectiveness of each will be made at a later date.

An additional phase in the counselor's service will be referrals from the various agencies working with pupils enrolled in the local schools and referrals to similar agencies will be made when more extensive child study seems warranted. The liaison role will be an increasingly important function of the local service as inter-agency relationships are established.

Faculty Consultation

It is expected that the counselor, by being a part of the staff, will have constant contact with the classroom teachers, formally and informally. The plans are for him to be a part of the general pre-service program for the staff to give orientation to the services of the elementary school counselor. Teachers will be invited to confer with the counselor frequently. Case conferences with the involved teachers, principal, and other agencies about a child will be still another important facet of the project.

Parental Consultation

A need for periodic consultation with parents is apparent whenever the in-school relationships are less than satisfactory. However, there are also opportune times for meetings with parents when a successful experience is being had by the child.

Whenever possible, consultation with the parent(s) will be scheduled at any time a child's school experiences indicate that the home may hold the key for improvement. Not all conferences with or about a child will necessitate a parental contact, but the counselor will be given the opportunity to conduct home visits by virtue of his freedom to establish his own schedule and his financial support for travel expense.

The counselor will also invite the parent(s) to participate when the school's case conferences indicate such involvement within the school group.

Follow-up Services

Each study or referral to the counselor will be followed up in a manner commensurate with the original action. This follow-up will be a suitably structured evaluation that should help to determine further activity on the part of the counselor and other staff members.

It is difficult and would perhaps be too limiting to prescribe herein just how such follow-ups will be undertaken. It is therefore assumed that the counselor will have training in a variety of techniques to employ in the follow-up activity.

Administratively, the counselor will be given time and support to carry out any and all suitable follow-up activities as determined feasible and necessary.

Evaluation

An evaluation of the elementary school guidance program will be made at the end of the school year. Questionnaires will serve as a base for the evaluation. These will be sent to teachers, other counselors, pupils, parents, and administration and will be concerned with subjective reactions to the services rendered by the counselor. The questionnaire will be prepared and summarized by the Guidance Department. Additionally, the counselor will submit a narrative or subjective evaluation of his activity.

Description of Local Facilities

The facilities of the elementary school lend themselves ideally to providing adequate space for a counselor's suite. The school has a conference room directly across the main hall from the school office and this will become the counselor's office. This office measures approximately 14' x 24'. A desk, two files, conference table, 8 children's chairs, and 5 adult chairs have been furnished. A telephone is to be installed.

Because the room was originally designed to be used as a conference room, the lighting exceeds code requirements. Ventilation and heat are provided by a forced air system. The room is relatively free from noise and distraction because it is located away from general traffic during the school day, yet easily accessible by pupils and teachers alike. The one minor disadvantage is that there are no windows. In spite of this, the room is attractive and not confining because the decor includes a walnut-paneled wall and three pastel-painted walls to provide a pleasant work area.

Immediately adjacent to this room is a smaller room used by speech consultants and others for small groups of up to four pupils. This room may be shared by the counselor whenever the schedule allows. The classrooms, library, and gymnasium may also be used for various groupings up to 500 pupils.

As an essential feature of the elementary school guidance program, a playroom will be provided for those children having need for emotional and imaginative expression through play. This room will be a laboratory where children will find it safe to act out their feelings and to experiment with different solutions to their problems. Personnel engaged in special services, the elementary school counselor in particular, may use the climate produced by the playroom to assist in personality assessment, diagnosis and therapy. The playroom, which will be a classroom converted for this purpose, will be divided into several major areas through the use of movable partitions. Each area will represent a broad play interest and will contain toys, games, and materials suitable for various levels of maturity.

"District 3"

District 3 represents a third-year project in a large city system. The project employed one full-time elementary school counselor who worked in grades K-6 with a limited number of pupils and schools.

Organization and Administration

Elementary school guidance is under the overall supervision and leadership of the director of pupil services but directly administered in each school by the building principal. Working closely with the director of pupil services, the building administrator and the elementary school counselor are members of the pupil services team including the school psychologists and school social worker.

During 1966-1967, the elementary school counselor worked in two Title I, Elementary and Secondary Education Act, schools with a large percentage of educationally disadvantaged children. Here it was possible to combine a developmental approach for all children with a remedial approach for Title I children (it is felt that the developmental guidance concept is in part a preventive approach). In 1967-1968, one counselor will continue to serve the two Title I schools and the second will work in one of the largest and most crowded elementary schools.

At these schools, the concern will be with two basic human needs:

1. To better understand ourselves
2. To develop maturity in our relationships with others.

Pupil Inventory and Records

The elementary school counselors are responsible for the following relating to pupil inventory and records:

1. To gather, organize, and keep up-to-date significant pupil data.
2. To coordinate with the senior school psychologist the organization and administration of pupil tests.
3. To work cooperatively with other professional staff members to identify pupils with special needs and make proper referrals.
4. To survey periodically all records for evaluative purposes
    a. Reviewing standardized test scores to see if any changes in school population can be noted
    b. Noting from pupil conference records their aspirations and expectations and following through for planning as well as evaluative purposes.

Counseling Services

During 1966-1967, approximately 55% of the counselor's time was involved in individual and group counseling. This was directed at helping children to understand and accept themselves better as well as to develop a more adequate self-concept. The same amount of time will be devoted to individual and group counseling during 1967-1968.

In 1966-1967, group counseling with the 4th, 5th, and 6th graders with an emphasis on values, needs and responsibilities as well as vocational guidance with 4th and 6th graders was successful. Unless needs and circumstances dictate otherwise, much of the same program will be followed in 1967-1968. Both group and individual conferences will be held with 5th and 6th graders to help develop self-appraisal and realistic expectations, standards and goals.

Faculty Consultation

Faculty consultation will serve several purposes, one of which will be to determine some of the specific needs of the program and of pupils within the school. During 1966-1967, the elementary school counselor met regularly with the teachers and attended all faculty meetings as well as meetings of the city-wide guidance committee and the school PTA's. At least the same opportunities are planned for formal teacher consultations along with the more informal but necessary teacher-counselor contacts.

Parental Consultation

Parental consultation is a well-established practice on the part of all staff members and particularly the school counselor. This contact has been both on an individual as well as group basis (PTA's, etc.). Future plans are for continuation of this practice as well as a review of past procedures to determine if changes are needed. Home visits are planned but the school social worker will be used more in this area.

Follow-up Services

Follow-up services are also a well-established practice. Specific recommendations made by other professional staff members are reviewed to see if appropriate action has been taken and the degree and success of implementation. For example, some 6th graders going on to 7th grade have had personal and/or academic problems; a meeting was held with the junior high school counselors to review these cases so that the counselors were aware of any and all special problems. Conferences are also planned with junior high school teachers to discuss special needs and interests of pupils. Follow-up is also planned with pupils and parents referred to the guidance center and/or other agencies.

Evaluation

Evaluation will be more comprehensive in the 1967-1968 elementary guidance program and more sophisticated instruments will be used. Study is being given to use of a "before and after" evaluation approach of referred pupils using the "Behavior Rating of Pupils" (BRP) prepared by Eli M. Bower, California Department of Mental Hygiene and Nadine Lambert, California State Department of Education and distributed by Educational Testing Service, Princeton, New Jersey and the "Behavior Rating Scale" (BRS) by Haring and Phillips. Since both instruments, especially the BRP, take much teacher time, they will not be used with all referrals. Also, teacher and parent questionnaires are being developed for more extensive use with all pupils.

"Other Districts"

The excerpts included here from other districts are intended to illustrate the range of activities which may be planned for in elementary school guidance programs. The activities are taken from large as well as small school systems.

Elementary Guidance Services Activities

1. Orient new students to the school through:
    a. Discussing rules of the school
    b. Giving information about the community
    c. Listening to any special problems the student may have in adjusting to his or her new setting.
2. Individual conferences with pupils concerning their preparation for the secondary school.
    a. Involve teachers and parents
    b. The use of the "senior high school handbook"
3. Helping pupils with minor personal problems that interfere with their school work. These problems will be of such nature that they should not fall within the jurisdiction of other school agencies.
    a. Pupils who voluntarily want help
    b. Pupils referred by the principal
4. Conferences with parents on how they can best help their children achieve a fuller and happier life in relation to the school setting.
    a. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school
    b. Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment
    c. Conduct parent conferences to discuss a child's needing help in terms of a special class or agency referral

    d. Meet with small groups of parents on a regular basis when they have children with similar problems and the parents wish help.

5. Individual conferences with pupils who receive failing grades on their report cards.

    a. Try to determine contributing problems

    b. Work with teachers

    c. Referrals to other school agencies if necessary.

6. Summer school programming

    a. Group sessions

    b. Individual programming.

Faculty Consultation

Working with teachers this past year resulted in a better understanding of our guidance program. The previous year, many teachers felt it was a reflection on their teaching ability if they couldn't take care of their own guidance problems. Working together in small groups or individually with the counselor reduced much of this fear. Teachers felt much better when the counselor was present during a conference which involved one of their pupils and his parent(s). With a professional present that could look at both sides of a situation much anxiety was eliminated.

A Typical Calendar for 1967-68

Spring, 1967
    Establish a guidance advisory committee
    Membership: 3-4 teachers, principal and counselor

Fall in-service
    Discuss 1966-67 program
    Discuss with teachers common guidance problems--use
        Quincy Project material as base
    Film--The Gifted Underachiever (from the Quincy Project)*

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*See Chapter V, Selected Resources on Elementary School Guidance

2

September
- Meetings with teachers, classes and parents explaining and discussing guidance
- Interview new pupils and administer screening tests
- Interview children referred from last year
- Work with guidance committee

October
- Consult with teachers: Plan classroom guidance programs
- Consult with all third grade pupils
- Counsel with referred children
- Meet with the guidance committee
- Parent education

November
- Consult with teachers
- Counsel with referred children
- Counselor-principal planning
- Summary evaluation to administration
- Teacher training
- Complete third grade counseling

December
- Consult with teachers and guidance committee
- Counsel with referred children
- Begin counseling sixth graders
- Parent education
- Meet with guidance committee

January
- Consult with teachers
- Counsel with referred children
- Complete counseling sixth graders
- Teacher training
- Parent education

February
- Consult with teachers
- Counsel with referred children
- Counsel all third graders (second time)
- Counselor-principal planning
- Evaluation to administration
- Meet with guidance committee

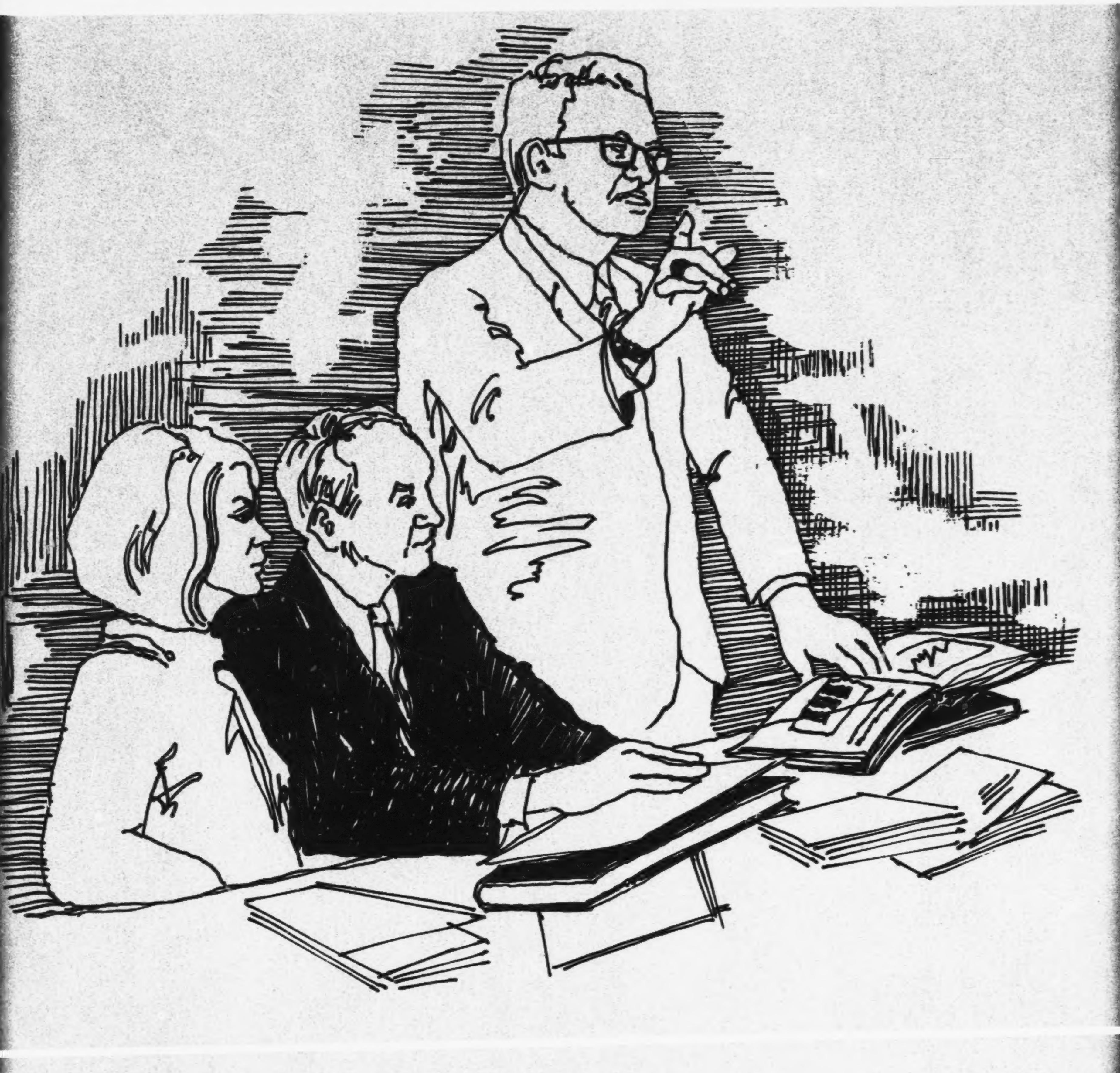
March
- Consult with teachers
- Counsel with referred children
- Complete third grade counseling
- Parent education

April
- Consult with all teachers

Counsel with referred children
Begin working with all 6th graders regarding tests and moving to junior high
Parent education
Meet with guidance committee

May
Consult with teachers
Begin yearly evaluation procedure
Counselor-principal planning
Guidance committee planning
Parent education
Finish working with 6th graders

June
Consult with teachers
Work on yearly evaluation
Parent education--new pupils (kindergarten)



IV EXCERPTS FROM THE EVALUATION REPORTS AS SUBMITTED BY THE 33 1967-68 PILOT PROGRAMS

Excerpts from the Evaluation Reports as Submitted by the Thirty-Three 1967-68 Pilot Programs

Each of the thirty-three Wisconsin school districts participating in the NDEA, V-A, pilot programs in elementary school guidance during 1967-68 was required to submit to the Department of Public Instruction a year-end narrative evaluating the project. The methodology of the evaluation was at the discretion of the school district. However, the evaluation procedure used had to be outlined by the school district in its original Application for Assistance.

This section of the booklet presents selected excerpts from the evaluation reports submitted by the pilot program schools. The intent is to allow the reader to assess to some degree the extensiveness and effectiveness of the projects. The report is organized into six sub-sections: (1) Program Philosophy, Definition and Objectives; (2) Counselor's Roles; (3) Role Implementation and Program Activities; (4) Selected Pupil Case Studies; (5) Miscellaneous Comments; and (6) Program Evaluations, Conclusions and Recommendations.

In selecting aspects of the evaluation reports included, it was decided not to identify specifically the school districts quoted. This is not to take credit away from the school districts but rather to protect the integrity of those persons (professional, client, or others) involved. Also, some editorial privilege has been exercised in changing partially some of the reports quoted. The numbering of the school districts in this Chapter does not in any manner relate to the numbering used in Chapter III.

It appears from the collected evaluation reports that each of the thirty-three pilot programs achieved the majority of its objectives. However, the "more successful" programs were those in which a school counselor, with a master's degree or better in elementary school guidance, was employed on a full-time basis with a counselor-pupil ratio of substantially less than 1/600. Also, it appears that the school counselor who serves a single school building on a full-time basis is more effective than the counselor who serves two or more buildings.

Program Philosophy, Definition and Objectives

PROGRAM PHILOSOPHY AND DEFINITION. Sound philosophical bases are essential to the development of a quality program of any service. The philosophical statements on elementary school guidance of two districts are, for the most part, presented here. These statements reflect the criteria which several districts applied in evaluating their particular pilot programs.

"District 1"

> Elementary school guidance services may be interpreted as the personalized side of the learning process which attempts to help the child arrive at goals that are acceptable to self, school, home, and community.
>
> Elementary guidance recognizes that understanding and accepting self, having realistic goals which are within one's capabilities, being able to join others in common activity and knowing and accepting the rules and procedures of society are of utmost importance to every child. Unless this is accomplished, the motivation for making the fullest use of his capabilities may never be realized.
>
> The elementary guidance program must be "tailor-made" for each school system. The individuals to be served demand these three phases of guidance: (1) preventive, (2) corrective, and (3) developmental. The emphases will usually be preventive and developmental, since these are based upon early recognition of pupils' intellectual, physical, emotional, and social strengths and weaknesses.
>
> The elementary guidance program enhances the school experience through direct and indirect consultation and by supplementing the efforts of the classroom teacher. It is a continuous process shared by all who influence learning.
>
> Problems of elementary school children may have their roots in conditions in the home. For this reason, it is necessary for the elementary school counselor to work closely with parents to secure their cooperation and to aid in helping the child.

"District 2"

Elementary school counseling should have individual adjustment to environment as its first concern. No guidance bulletin, teacher consultation, or curriculum innovation is noteworthy unless, ultimately, it brings some positive change within the individual child.

The services of the elementary school counselor should be available to all children within the elementary school and not limited to those manifesting obvious and imminent need. Preventive counseling may eventually help to eliminate some of the extreme problems which we have so much difficulty coping with today.

This philosophy has led us to the concentration of counseling services in four major areas.

1. **Counseling services.** These were available to all pupils and carried out with individuals, small groups and classrooms. Teacher conducted classroom guidance activities were encouraged, and counselor assistance was available to plan these activities.

2. **Consultive services.** The counselor was available to parents, teachers, administrators and specialists for individual and group conferences. Home visitations and case staffings were held as advisable. The counselor worked with other school specialists and community agency representatives in the process of gathering or forwarding information.

3. **Individual analysis.** The counselor conducted studies and appraisals of all children by coordinating and interpreting the standardized testing program, interviewing, and by maintaining a system of individual pupil records.

4. **Evaluation and research.** The counselor evaluated the various phases of the program and applied research techniques to discover the relative merits of different approaches.

PROGRAM OBJECTIVES. The selected program objectives reported here also reflect the criteria to which school districts referred in evaluating their pilot programs in elementary school guidance. These serve to illustrate the goals which had been identified as most important.

"District 1"

In Terms of the Child

1. To assist the child in the development of his understanding of himself, of the relationships between his abilities, interests, achievements, and opportunities.
2. To promote increased self-direction, problem-solving, and decision-making by the child.
3. To develop wholesome attitudes, convictions and concepts about self and others that result in the "fully functioning child."
4. To help the child to understand, plan, choose, and solve present and future problems.
5. To develop in the child a sensitivity to the needs of others, resulting in social interest and the desire to cooperate with others.
6. To help the child to understand the causal and purposive nature of behavior and to use this knowledge in understanding self and others.
7. To assist the child in the solving of fundamental tasks of life in the areas of work and social development.

In Terms of the Teacher

1. To assist teachers in meeting the needs of all pupils in intellectual, personal, and social areas. To promote understanding of the individual and encourage adaptation of the program to specific needs, purposes, interests, and maturities.
2. To promote the early identification of both individual strengths and talents as well as individual liabilities or deviations.
3. To make the teacher aware of and sensitive to the child's personal needs, goals, and purposes.
4. To stimulate the study and the use of guidance techniques by the teacher and total staff thereby increasing

> the utilization of pupil data and encouraging the individualization of the total educational experience.

"District 2"

"District 2" is representative of the second and third year pilot programs. Objectives determined in these school districts tended to deal with very specific and limited topics. This practice seemed to result as a product of the attainment of earlier defined objectives and as means to overcome impediments to current goal achievement.

> One of our goals has been to create a testing program that would encompass both continuity and uniformity and to dispense with a wide variety of tests selected and given at a teacher's discretion. We have developed this uniformity not only in the selection of specific tests but in the time administered as well. We now have local norms on some tests based on three years of effort. We hope to have developed norms in all testing areas within the next year.
>
> A second goal has been to condense the voluminous reports that follow each pupil through the elementary grades. We believe that if a record is to be of value it must be meaningful and concise; the record must be easily understood by the reader and it must be brief.

School Counselors' Roles

It has been interesting to note the divergency of counselor role definitions which have emerged from the pilot projects. It appears, however, that most districts concentrated on a balance of counseling, consulting and coordinating functions for the counselor. The latitude of role definition by the local districts also reflects Wisconsin's philosophy of flexibility in the experimental programs.

"District 1"

> The counselor's duties were divided into four categories. They were the study of children, assisting teachers, work with the community, and research and planning.

"District 2"

The elementary program was divided into five task areas. These areas were group testing, individual counseling and testing, group guidance, parent conferences and teacher-counselor conferences.

"District 3"

"District 3" represents an "average" Wisconsin school district. The project here was in its third year of operation and employing in 1967-68 two full-time elementary school counselors. The extent of counselor role definition reflects the sophistication level which had been achieved in the pilot project.

Parent and Teacher Conferences

Many conferences were held with teachers each day regarding various pupils. Some conversations were brief--checking on the progress of a particular pupil, discussing a referral or scheduling appointments, while others involved a lengthier discussion of ways of working with a youngster.

There were many scheduled conferences with parents and other phone conversations and brief visits at Open House and P.T.A. meetings. The counselors often attended parent conferences at the request of a teacher. Home visits were made to give added insight and understanding to a child's behavior.

All cases were discussed with the principal--at least weekly--to keep him informed of developments and progress with individual cases.

Follow-up

Follow-ups were continuously made regarding pupils the counselors and/or psychologist had seen. This was done principally through teacher conferences and calls to parents. The number of follow-ups varied with each child and each case.

The counselors also followed up pupils with the junior high counselor. They discussed 6th graders with him before these pupils arrived in junior high, and followed this through with a conference after they reached junior high. By relaying information back to 6th grade teachers, hopefully pupils were better prepared for junior high. It also helped counselors to know what to emphasize with 6th grade pupils, to predict who might have difficulty in junior high and try to prevent it, and to create a smoother, more unified K-8 guidance program.

Contacts With Other Special Services

Some of the counselor's time was spent working with and discussing cases with other members of the pupil services staff. The counselor's main function here was to facilitate communication among these specialists and teachers. In this manner, the teacher was kept informed of all work being done on referrals and the specialists were informed as to how the child was progressing in school.

The counselors also worked with and coordinated their efforts and services with several referral agencies. The most common agencies included:

Development Evaluation Center
Child Psychiatry
Psycho Ed Clinic
County Mental Health Center
Physiological or other medical specialists
County Department of Child Welfare

These referrals involved keeping in close contact with the agency regarding a child, working with the agency as much as possible, and again keeping the teacher informed of developments with the child and the community agency.

"District 4"

"District 4" is representative of the divergency of several of the pilot programs. In this project, the counselor assumed more of a child development specialist's role than that of the more typically perceived school counselor who provides services to all children. It should be noted that the counselor was specially trained for this role.

The primary role assigned to the elementary school counselor was psychological counseling. It was decided early in the year that not all children needed or could use this service so the commonly accepted idea that "the elementary counselor works with all children" was rejected in relation to this function. The counselor, in effect, served as a resource person for teachers, parents, administrators, and the staff of the Department of Pupil Services in referrals of a child for relatively long-term counseling. The counselor worked primarily with children who had significant emotional or social adjustment problems. Grades K-3 were emphasized, although the counselor did spend some time with children from each of the grades K-6.

It was felt that the ultimate objective of the school is to facilitate learning. In this perspective, it was the counselor's job to help children overcome, through counseling, those pyschological or adjustment problems that prevented them from learning effectively.

The counselor maintains only one type of relationship with the children of the schools he visits--a counseling relationship. He sees only a small proportion of the total number of pupils but every pupil may, at some time, be eligible for the counselor's services. If it were not considered highly desirable to maintain close contact with the teachers and school administration, and if it weren't more efficient for the counselor to go to the school, he could do his counseling outside of the school. The counselor does have several children transported from the school to the central offices of the Department of Pupil Services.

In addition to counseling children, the elementary school counselor attempts to see each of the parents of his counselees at least once. If the parents would like to have help from the counselor, they can either see him individually or they can join one of the parent discussion groups. Parent consultation is considered to be a necessary and profitable use of the counselor's time.

Teachers of counselees are seen periodically by the counselor. The counselor and teacher discuss ways of altering the child's environment so that he can more profitably use his school experience. The counselor recognizes that the teacher sees the child for a longer period of time and under more kinds of conditions than is possible during counseling. It is understood that counseling is only one type of experience for the child and, when working together, the teacher and counselor pool their understanding of the child to discover what his needs are and what can be done to help him.

The elementary school counselor is one member of the Department of Pupil Services and an important part of his job is to share his understanding of a child with other staff members. Quite often several staff members are involved with a particular child and it is found to be highly desirable for the staff to work as a team to help the child. Frequent meetings are held to discuss ways of helping a specific child.

A secondary function of the counselor is his participation in the standardized testing program. The counselor is involved in the planning and scheduling of the testing program and in in-service programs for teachers regarding testing, but he does not administer the tests. The testing program takes only a small amount of the counselor's time. The counselor does not do individual testing.

Another function performed by the counselor is his participation in curriculum innovation. He has spent a significant amount of time helping to get a non-graded reading program established in one of the schools serviced. Through his contacts with the children, the counselor obtains information about the school program that can be valuable in curriculum reorganization.

"District 5"

The role of the elementary counselor is not to take children with problems out of the classroom, rather to supplement the work of the teacher. Usual contacts with the pupils include classroom observation, group counseling and guidance, and individual counseling. When necessary, the counselor will make referrals either to the school psychologist for testing and evaluation, or the school social worker for a home visit. When the necessary insights and understanding of the child are obtained, it is the role of the counselor to communicate these findings to the teacher and principal. The elementary counselor serves as a resource person and sometimes an implementer of change.

Role Implementation and Program Activities

Whenever new services are initiated, it is necessary to plan for a systematic means of explaining these services to others, especially those who will become directly involved. The role implementation and program activities reported here illustrate the wide range of activities which the elementary school counselors undertook to explain their role to other professionals, pupils, parents, and their communities. Also, unique program activities which the counselors carried out in implementing their services are presented. The role implementation and program activities have been selected from first as well as second and third year pilot projects.

ROLE IMPLEMENTATION ACTIVITIES.

"District 1"

To help discover general needs of pupils, we conducted a survey of teachers to identify pupil behavior traits that should receive the attention of the elementary school counselor and to rank these in order of urgency. Conferences were held with the principal for the same purpose and also for establishing forms and procedures to be used.

A job description together with an explanation of the forms and procedures were prepared for all professional staff members. Conferences were also held with individual teachers to establish rapport, to clarify position, to establish availability for consultation if desired, and to promote the idea that the counselor was only another co-worker. No attempt was made to force acceptance of the service.

"District 2"

During the spring of 1967, I attempted to survey the needs of the children in our school and to develop a philosophy and objectives which I hoped our program could achieve. I studied and previewed available materials to help in launching the program. Our program was to be an integral part of the child's educational experiences.

Before school began in September, I centralized our filing system. The teachers had agreed upon this move before school was dismissed in spring. We have found this to be more functional. Data on children are available for those who have need of it.

During the first week of school I visited each classroom and explained my work as a school counselor.

In an effort to keep the community informed we planned our first PTA meeting on guidance services. I also talked with two other PTA groups interpreting our counseling program and showing the filmstrip, "As They Grow: Elementary Guidance; A New Dimension in Meeting Pupil Needs."

To add insight into the daily routine of counseling at our school, I wrote an article for a local publication, entitled A Day with a Counselor in the Elementary School. The article is excerpted here.

> We work from the premise that we should not wait for unsuccessful behavior patterns to become established and try to correct them, but rather that positive behavior patterns can be exposed and encouraged. With this in mind today, the counselor explored with a small group of children the ability to recognize, accept and express their feelings. Together they discovered that feelings are neither good nor bad in themselves; that danger, jealousy, pride, fear, disappointment and hostility are felt by all people at some point in their lives. What counts is not what one feels, but what is done with feelings.
>
> This small group will be meeting daily for approximately a month. It will be concerned with growth in self-understanding, self-responsibility, decision making, respecting the rights of others, setting personal goals, and a growing commitment to a set of values.
>
> During the day two other small groups met. One group explored their study habits and ways to improve them. The other group discussed the importance of knowing their needs and the needs of others. It was easy to realize the need for food, clothing and shelter. It took more searching to verbalize the need for love, for friends, to be accepted and liked by others, to have opportunities to do things and to experience success. Steps were made in understanding selves when the group members searched out what behavior patterns one uses when a need is not being met.
>
> The greater part of the counselor's day, however, was spent in individual counseling. Many times it was just helping a child look at the alternatives, the consequences of these alternatives, and then to give him the freedom to choose. Concerns of the children who referred themselves were many and varied, but usually rooted in

the inability to understand themselves and their relationship with other people.

In addition to individual and group counseling the counselor consulted with teachers, principal, and parents. The counselor served as liaison between home, school and a community agency. The counselor helped coordinate the special services of the psychometrist, social worker, nurse, and speech therapist so there would be cooperative team effort in meeting the needs of a child so that his school experiences would be meaningful.

The elementary guidance program introduces a child to the counseling process. Here a child meets another adult--different from other significant adults in his life because a counselor attempts to be non-judgmental, non-evaluative. Realizing that a child's behavior makes sense to him, the counselor develops an awareness of the child's private world of logic. In this way a step has been made in understanding the child's behavior.

"District 3"

At the beginning of the school year I held a teacher orientation meeting during which I outlined the elementary school counselor's functions and detailed types of appropriate referrals and how they should be made. As a follow-up to this meeting, I met each teacher informally in her classroom in order to get acquainted with individuals and their locations, and to answer questions. I feel that this personal touch was successful in that teachers have felt free throughout the year to come to my office for consultation. There is not one teacher within my building with whom I have not had individual consultation. Although I have not had an in-service program for teachers in the area of classroom guidance, I have been able to assist several teachers in planning for such activities, and I am planning for an in-service program next year.

Throughout the year I've worked very closely with my building principal. He has encouraged me to employ a variety of techniques in approaching children's problems and he has given me considerable latitude in developing these techniques. We have endeavored to communicate frequently regarding the needs of our students, and we have participated together in numerous staff and parent conferences. The principal has made many excellent suggestions for working with children and parents, and his reinforcement of my approaches has often been a decisive factor in insuring good reception.

Another dimension of my counseling functions has been in the area of group work with students. At the beginning of the school year I attempted to make one visit with each of the nineteen classrooms in my building. The purpose of these visits was to orient the students to the counselor's role. The kindergarten and pre-primary children came to my office in small groups for this orientation. In addition to expressing myself to the students as a friend to help them with their problems, I also presented a planned guidance lesson on whatever topic the teacher had selected. Despite my intentions, the fall testing schedule prevented my completing the orientation program. I failed to meet with the third and the fifth grade. Next fall I hope to begin my orientation with these grades. It is also my hope to visit the classrooms more than once. Two or three classroom contacts during the year would not only increase student awareness of the counselor's position but would assist the classroom teacher in forming directions and ideas for her own group guidance activities.

PROGRAM ACTIVITIES. Small group counseling was frequently a part of the guidance activities in each pilot project. "Districts" 1 through 5 are presented here to illustrate the types of group work conducted by the counselors.

"District 1"

Group counseling was initiated using filmstrips and stories with the idea of presenting concepts to help children develop a happy, healthy and well-balanced personality; to suggest useful ideas on acceptable social behavior in everyday activities; and to give pupils an opportunity to think for themselves as they suggest ways to resolve the problems encountered by boys and girls in the stories.

"District 2"

Although the counselor had at least one group counseling session per day throughout the year, he put greater emphasis on group work during the latter part of the year. Group counseling was found to be a more efficient and appropriate way of handling many of the problems exhibited by the children referred. It is believed that group counseling will become more important in the counselor's total program as he finds more effective ways of selecting group members and conducting group sessions.

"District 3"

The counselors work with several long-term groups. Examples of these are a group of four 2nd grade boys and a family group of five children who are seen once or twice weekly. Two groups of 1st grade youngsters are seen twice a week to develop visual perception skills.

"District 4"

Change in behavior of problem children was attempted through small group counseling. The problem children were paired with socially mature youngsters and a series of group meetings were held. Groups of four and six students were tried and it was found that a group of four worked better. Teachers were given copies of the materials used and asked to observe for changes in behavior.

"District 5"

We reported a year ago the use of a sentence completion form as a supplement to direct communication with pupils in the upper grades. We have continued this practice this year and the information has been added to the pupil's personal record. It has been our experience that many pupils will reveal, knowingly or otherwise, information on the sentence completion form that we have been unable to obtain by direct contact with them or their teachers. This sentence completion form is not required. The pupil is told he may answer all or none or simply those he chooses to answer.

We have continued the practice of conducting group "orientation periods" for those pupils who will be leaving our school at the end of the present term and be housed in the secondary building next fall. We have discussed in particular the social implications and the curriculum offering, and we feel this has been beneficial.

"District 6"

Tape recordings on guidance have been made for the local radio station. The counselor also writes a column in the local newspaper. These articles deal with facets of child development, as well as general educational topics.

The counselor was instrumental in establishing a local chapter of Parents of the Mentally Retarded. He meets monthly with this group and will eventually move into the role of advisor as the group gains strength.

Individual, planned conferences were held with staff members regarding group and individual attitudes of children. Notes from these conferences later formed the basis for further follow-up. Information regarding development, behavior, study skills, etc., was made available to the teachers.

A faculty guidance advisory group was formed.

"District 7"

The teacher-counselor conferences have worked very well. The counselor was able to help the teachers gain a better insight into the abilities and achievements of the students and thus give the teacher a better idea of her success as a teacher.

"District 5"

It has been our practice from the program's inception to supply all teachers with referral slips at the beginning of the year, and this means of communication between teacher and counselor has proven beneficial in the pupil's behalf.

"District 8"

Innovations have been made including an experimental tutoring program conducted by sixth grade pupils working under the tutelage of interested primary teachers. Also, the counselor feels she was instrumental in obtaining a federally funded tutoring program for children with visual perception and motor handicaps.

"District 3"

Most pupils were seen by the counselors on a referral basis. Sources of the referrals were:

Teachers	70%
Parents	10%
Self (children themselves)	10%
Other (principal, other special services, etc.)	10%

Children are referred for three main reasons: emotional, social, and academic. Often these reasons overlap. Social and emotional reasons for referral include extremely withdrawn or aggressive, easily upset, unable to get along with others, disruptive, suspected family problems, and neglected or deprived environment behaviors. Academic reasons include work that seems too difficult for a child, not working to capacity, a poor attitude toward school, poor visual motor coordination, or difficulty with a particular subject.

Almost all the self-referrals come because the youngsters have run into a problem in getting along with peers--most of these self-referrals occur in the 4th, 5th & 6th grades. Many youngsters in the 1st-3rd grades want to visit the counselors even though they have no particular difficulty to discuss.

There is no limit on the times that any child is seen--some youngsters are seen almost daily, some twice a week, many once a week, and some are seen only a few times by the counselor if the difficulty seems to be solved or if another means of working with the child is employed. There are also many cases that the counselors have discussed with teachers but did not see the individual.

"District 9"

About twice a week the counselor went out on the playground to mix with and make himself available to pupils. Whether they were referred to the counselor or came voluntarily, pupils were given the choice of whether or not to return. Only about 8 of the 140 students that were counseled chose not to come back.

"District 10"

Fifty percent of each school day has been devoted to elementary guidance, with one counselor for approximately 250 children from kindergarten through 6th grade. These activities might help to explain what we have tried to accomplish in our pilot project.

Information

The information acquired from test results has enabled each teacher to better understand each child in his classroom. Through the counseling process, the pupil has been given information to help him develop self-understanding. Much frustration and setting of unrealistic goals has been alleviated or eliminated through counseling with the child and making suggestions to teachers.

Referrals to Community Agencies

Guidance Clinic--4 referrals. The psychiatric social worker met with us once a month detailing how to handle children receiving therapy.

County Nurse--There were 14 contacts concerning children needing assistance. She also provided two films for upper grade children concerning maturation.

County Welfare Department--5 conferences concerning children under their jurisdiction.

Vocational School--Requested and received information about electronics equipment needed as enrichment for a gifted student.

School Referrals to Counselor

Referrals of children by teacher	72
Referrals of children by parent	41

These referrals were concerned mainly with academic achievement, though some concerned social adjustment.

Pupils self-referred	117

These pupils had a combination of social problems and academic frustrations.

Group self-referrals 41

The groups of children numbered from 2 to 5 and had problems with peer relationships. Some complained of classroom frustration.

Conferences

Teacher (240). These contacts were mostly follow-ups on referrals the teachers had initiated.

Parent (33). These were counselor initiated mainly for the purpose of securing more information about the child and alerting parents to problems their child was meeting in the school environment.

Telephone Conversations with Parents (83). Many of these were follow-up calls concerning assistance given to pupils and in some instances making suggestions that would help the parent cope with an emotional problem.

Counselor Initiated Conferences (111). These conferences were initiated at the beginning of the school year to acquaint children with the counseling interview and it also gave the counselor an opportunity to become acquainted with the child. Some of these conferences resulted in classroom adjustment and also academic requirements adjustment.

Regularly Scheduled Conferences (19). These conferences were scheduled with pupils needing counseling on a continuous basis. Some of these sessions have been terminated because the child appears to be functioning well in the classroom situation.

Orientation

Pre-kindergarten visitation for those children eligible to enroll in kindergarten next fall is completed. Each visit is followed up with a telephone conversation with the parent, indicating to them where a problem might arise because of a child's immaturity. We explain to them at the same time that between now and the start of school next fall, the child may gain toward maturity sufficiently, to be able to function satisfactorily in a kindergarten situation.

The two present kindergartens will be given an opportunity to spend half a day in each of the first grades.

This will permit the children to become acquainted with the two first grade teachers, introduce them to first grade procedures, and give them an opportunity to participate in first grade activities.

Placement

Placement refers to placing children in a school situation where they will be able to experience a happy and rewarding school experience.

Three boys removed from the first grade and placed in the kindergarten. This placement followed testing, teacher evaluation, and parent conference. The decision for placement in all three cases was made by parents.

One boy removed from the 3rd grade and placed in 2nd grade. This followed the processes used in the above situation. This again was a parental decision.

There have been other adjustments made for pupils having academic difficulties. Adjustments were made in academic requirements. There are 12 students with programs adjusted to fit their individual abilities.

Follow-up

Close contact has been kept with pupils, their teachers, and their parents. These pupils have had both academic and social problems.

Research

No research has been entered into by the counselor. However, elementary guidance magazines and periodicals have been subscribed to and read with regularity. The counselor has attended four guidance conferences. She has had frequent contacts with neighboring elementary counselors to "compare notes."

My guidance time is spent percentage-wise as follows:

Counseling	40%
Consulting with Teachers	30%
Parent Relations	20%
Testing	7%
In-Service	2%
Public Relations	1%

"District 11"

During the year I was asked by the fourth grade teachers to work with their children on the subject of accepting responsibility. I began with an open-ended story on responsibility, which I wrote and presented to the fourth grade classes for discussion. The question posed by the story did not have an obvious answer, although the issue was definitely a moral one. Of the four fourth grade classes, two classes responded with excellent discussion that indicated some serious thought.

As a follow-through to this lesson, I selected a group of sixteen fourth graders to put on a dramatization of a story illustrating the acceptance of responsibility. The group was balanced with children who were leaders and those who were having difficulty taking initiative or following through. We rehearsed the dramatization several times, and each child, under my direction, was responsible for making his own costume. The set was minimal, but the children also took responsibility for this.

Most of the group performed exceptionally well. The prestige of being selected for something special, and the encouragement and help from the leaders and me seemed supporting to those youngsters weak in initiative and follow through. In addition, these children appeared to benefit socially from the experience. They were able to work closely with class leaders, and the entire group took on a unity that seemed pleasurable to the members. The dramatization was presented to the entire fourth grade and was well received.

Quite frequently I find myself serving as counselor to the teaching staff. Sometimes the problem is school related and sometimes not. Individual teachers have talked with me about problems ranging from personal conflict with colleagues to difficult home situations. Although I did not originally include teacher counseling as an aspect of the counselor's role, I have come to view this function as valuable and justifiable. Any technique that assists in developing good personal relationships for the teacher is likely to improve teacher effectiveness.

Selected Pupil Case Studies

What kinds of pupil problems, situations, etc., did the elementary school counselor in the pilot programs work with? Here, as reported by the counselors, are selected examples.

"District 1"

Following are brief case studies from a first-year pilot program:

Girl -- Age 9. Repeated one grade, transferred from a parochial school, continued to have difficulty in academic activities, tested and found to have a visual perception problem. Counseled, placed in the Frostig Visual Perception Developmental Program. Is improving in her academic activities.

Boy -- Age 5. Withdrawn and fearful, counseled individually with another. Has been accepted for full-day kindergarten and is improving in many ways. He has gone from cowering under the table to taking the initiative to come to the guidance office on his own and responding to all school personnel. He is more outgoing and volunteers in the classroom.

Boy -- Age 11. Parents separated, low academic achievement and acting-out behavior. Counseling assisted in this boy's understanding of his feelings. He began to improve in his academic activities and in his social relationships.

Girl -- Age 10. Refused to attend school after being absent for nine days. Her mother had almost had a nervous breakdown and was absent from the home for a week when this girl took over much of her mother's work. Counseling plus placement in another classroom with a female figure aided this girl's adjustment along with assistance from the guidance clinic.

Boy -- Age 8. Fear of strict father, low academic achievement. This boy is being counseled to build his confidence and to motivate his learning by accepting self-responsibility.

Parent conference was held to make parents aware of the feelings and needs of this child.

These are only a few of the hundreds of children seen. Most of them had less severe problems or concerns. Many were just in need of developing insight into how to adjust and how to handle situations.

Close cooperation between the school and home was stressed to assist children in their intellectual, social, emotional and physical growth. Parent conferences were held to make the parents aware of the feelings and needs of their children.

"District 2"

S., in kindergarten, is the third of three adopted children and was in several other homes until the age of two. He was a discipline problem in kindergarten, seemingly unable to be with other children without striking, kicking, or spoiling their play. He was constantly attracting attention for this and being scolded and punished. Mothers in the home neighborhood were not allowing their children to play with him.

Conversations with his mother brought out his feeling of insecurity. S. sometimes asked for reassurance that "now that he is adopted he can't be sent away any more," etc. Suggestions offered to the mother and teacher for providing opportunities for S. to do things for which he could be praised, of inviting other children into his home, or talking and doing things with S. have resulted in a better adjustment. He is doing better in social relationships, is happier, more settled, and secure.

W., a first grader, has yet to say his first word to his teacher with a group of children present. He went all through kindergarten without saying a single word at school. (He talks at home like any child.) However, he participated in every other way, smiled readily, loved school (according to his mother), was alert and intelligent, but maintained his uniqueness through his silence.

During this year, he has talked into a tape recorder with the psychologist. He has read to me and talked readily when I have had him alone. I have had him talk with another teacher, which he enjoys doing as long as there are no other children in the room. He and a neighbor boy have talked with me in conference. The two boys have put on a puppet show, accompanied by a tape recording of a teacher's voice, for several other groups of children. It has been suggested that the second grade teacher now get acquainted with him in anticipation of next year.

Further steps planned are to get him to speak in a room when other children are present and then to get him to participate verbally with a small group of children.

B., a second grader, moved here after the year had begun. He was incorrigible for several weeks. His mother and his teacher asked me to work with him. He is the second of four children, each of whom has a different father. The children have been in at least two schools each year.

I have had several talks with B. and also recommended firm, but kind control by the teacher. We discovered that his eyesight was very bad, resulting in a prescription for glasses. Since then, too, it has been discovered that he had a hearing loss. There has been a remarkable and dramatic change in B., and there is almost no trouble with him at school.

A boy in second grade daydreams much of the time, and, as a result, his work suffers. His chief problem is that a brother for whom he feels a close affection went to Viet Nam in November. Included in our conferences have been writing letters to the brother and mailing them.

"District 3"

We have selected five boys, ages 9 to 12, who are moderately disturbed emotionally for group counseling. Individual behavior patterns include thumb-sucking, bed-wetting, eye tics, wringing of hands and constant rocking when nervous. These boys come to the offices of the department of pupil services from several different schools. The parents of the children are responsible for their transportation. Group members are selected from different schools to reduce anxiety over the possibility of breaches of confidence.

Counseling sessions are held once each week for a period of fifty minutes. The emphasis during these sessions is on building a relationship on which the children will feel free to discuss the things that are of concern to them.

The children's parents are seen once every other week and we are planning to increase this to weekly. The parent group is conducted as an informal class. The purpose of the group is to help parents deal more effectively with their children rather than to encourage general personality changes. Group discussions center around material presented by the counselor, incidents involving the children, pamphlets that are available to the parents, and occasional movies.

Most of the parents that are involved in the group seem to feel it is very worthwhile and other parents have expressed an interest in joining a group. We have not had a sufficient number of groups nor have they been conducted long enough to accurately assess their influence in changing behavior. We do feel, however, that these groups represent a very promising direction for further exploration.

The preponderance of my counseling activities has centered on individual pupils, who are generally referred by their teachers, although administrator and parent referrals are not uncommon. Self-referrals have occured upon several occasions. I have had my best counseling relationships with children in the upper elementary grades, and I believe this is because these children are more capable of self-insight. With the younger child I tend to operate more efficiently through observation and parent and teacher consultation. The methods I employ with my counselees will vary according to the maturity and needs of the child. Two examples may help delineate.

A fifth grade girl was referred by her teacher because of excessive anxiety over her school work and a week's hospitalization, which revealed the presence of an ulcer. The girl is an above average student with superior ability in some areas. My initial interview with this child revealed an intense, but sometimes distorted, sensitivity to people and events, and a tragically poor and incorrect self-perception. This pupil has an almost adult capability for intricate conversation. My approach with this child has been to encourage her to verbalize all events which have impressed her, and through expanded reflection upon these events to develop a more correct and meaningful interpretation of them. This is a largely non-directive and time consuming approach. For this child I feel it is essential and is meeting with success.

An example of a more direct approach could be illustrated by the case of a fifth grade boy referred to me by the principal for continually speaking and writing obscenities. This boy responded well to total acceptance and understanding. He was very candid about the pleasure and prestige he derived from his more sophisticated knowledge of sexual matters. I made many attempts to help this boy explore his values, but he was not prepared for any reflection that might create a threat to them. An interview with the mother revealed a family atmosphere that gave enormous support to this pupil's perception of what was worthwhile. Realizing that parental assistance was unavailable, I altered my approach. Although this youngster was unable and unwilling to remodel his values, he was able to see the benefit in modifying his habits to the extent that would keep him out of trouble at school. We verbally outlined the school situations that had created problems for him, and he agreed to avoid or control these situations. Periodic follow-ups with the teacher, the principal, and the pupil have revealed an absence of troublesome behavior. The pupil's school work has also improved, although this cannot be established as relating to the counseling interviews.

At the beginning of the year a fourth grade teacher discussed with me the problems of a boy who could not keep up academically in any area with his classmates. The boy was defeated and unhappy. Investigation revealed that he had been scheduled for special education the year before and the parents had flatly refused to accept this placement. I scheduled a conference with the father in order to interpret his son's problems to him. The father yielded and agreed to the change. I consulted with the boy to inform him about the program of the special education school, and he seemed quite willing to go, especially since his best friend was already at the school. We visited the school for a morning to orient the youngster and to insure his understanding of his bus schedule. The following week he made the transfer and is reported to have made an excellent adjustment.

When a third grade teacher had difficulty with a majority of her boys frequently fighting, she asked me if we could arrange classroom approaches to solving this problem. I visited this teacher's classroom three times to conduct class discussions and begin some role-playing in the area of self-control. The boys were generally hyperactive but articulate. Although the class showed great enthusiasm for these activities, they did not appear genuinely concerned about the problems we discussed. The teacher agreed to continue the role-playing and class discussions. I suggested that varied approaches and greater refinement in role-playing might lead to better social cooperation. This project is still underway with only slight progress reported.

Program Evaluations, Conclusions and Recommendations

As indicated in Chapter I, Wisconsin's philosophy in implementing the pilot programs of elementary school guidance has been to provide as much latitude as possible to school districts in evolving these services. This section is of great interest because conclusions and recommendations of the school districts give direction to the future of elementary school guidance.

"District 1"

Individual counseling and case studies of individuals was the major objective specified by this school system. Providing continuing service to some pupils and "crisis" service to others became a full-time job due to the number of students involved.

An interesting discussion between several teachers and the principal, could it have been recorded, would be a concise evaluation of the year. This revolved about the question: "Do we have more disturbed and problem children in our school this year? It sure seems so." The principal's instantaneous reaction was NO. This had been a rather quiet year. The only diference was that these children were being recognized and given help this year. They were in proper perspective and were receiving attention from a coordinated group of special persons. Records showed that these problems had existed in previous school years but that they had been just ignored, put aside, passed along, or put up with because there was nothing else to do. Now, these pupils were getting help. Unfortunately the problems had grown as the child grew. We are now catching many when the first symptoms appear.

Was it a successful year? Should the program be approved for continuation? Yes, in countless ways and for countless reasons. Outstanding has been the knitting together and the coordination of all the services available in the area to help children, parents, and teachers. A team is cooperating to help any given child at any time.

The year has been a challenging one which detailed case studies validate. A few potential titles for these studies should tickle one's imagination and broaden one's understanding and vision. Among these could be included: The Case of the Sick Classroom; The Heil Hitler Boy; Silent Mary; Angel Face Incorrigible; Fishy, Fatty, "Chicken"; Fist Tornado; The Flunking Genius; The Giggling Doll; The Persecuted Beanpole; The Lying Wizard; The Boy-Girl. There would also be innumerable school-sicks, absenteeists, withdrawers, underachievers, criers, overpressured, underpressured, frustrated. . .This could lead to only one conclusion---a normal school population.

"District 2"

There has been a marked increase in teacher referrals and participation in guidance activities. This seems due to:

1. Presentations by counselors, social worker and psychologist to clarify roles

2. Simplification of referral procedure and an attempt at immediate feedback

3. Increased awareness on the part of teachers of pupils needing assistance and greater concern for effective instruction

4. Formal grade level meetings of teachers and supportive personnel

5. Teacher conferences following referrals, or student worked with.

There has also been an increase in parental involvement. Factors increasing this are:

1. Parent conferences following all testing

2. Efforts of school social worker

3. Effective referrals by teachers, encouraging parents

4. Requests from parents for assistance.

There is an improved and positive view of counseling on the part of pupils. This is subjectively reflected by statements such as, "When will I see the counselor?", "Talk with me today", and "Counselors help you". An observation is that some teachers help develop this and take pleasure in reporting it to counselors.

Teacher participation has been more willing. Some have returned for evening conferences. Conferences have led to a consensus that grade level meetings should be held periodically and individual teacher-counselor conferences scheduled. Meetings have also led to the request for better and more useful supportive services records for teacher use.

A formal guidance oriented in-service program seems to be a real possibility as teachers suggest more and more, very formative ideas have been established.

"District 3"

Parental acceptance of the guidance program has been particularly good. The idea that youngsters may have a need to confide in others has not met with resistance. Mothers were particularly interested in having their sons "talk to a man" either because "there was no father figure in the house" or "because the fathers never seem to talk to the boys." Some mothers made an almost pathetic plea "I wish someone could talk to him (or her) since we (the parents) can't seem to reach him."

"District 4"

The counselor feels that an accepting and trusting relationship has been developed with his clients. The children feel free to seek assistance without waiting for a referral from an adult. Play materials have been used this year to communicate with children that have difficulty expressing themselves verbally. It has been a rewarding experience for some children to find out that not all adults relate to them as their parents. This relationship is very important to children from large families where both parents work and have little time to sit down and listen to their problems.

Teachers recognize the need for help from a counselor and feel free to talk about their pupils without being criticized or evaluated. This was one of the major barriers to establishing the elementary guidance program. The counselor can help the teacher discover why she feels the way she does in regard to a certain pupil. If a given problem cannot be worked out, the counselor can refer the pupil to an outside agency, depending on the circumstances. The counselor in turn can ask a teacher for assistance and develop a relationship which encourages teachers to seek his assistance.

CONCLUSIONS AND RECOMMENDATIONS

"District 1"

1. Because of the voluntary involvement of the children in the program, I feel that guidance should be offered on a full-time basis.

2. There should be an organized program of in-service guidance orientation for teachers. Some assistance was given in this area but more is needed.

3. A program of community enlightenment is needed. Information of this type was limited to two P.T.A. meetings this past year.

"District 2"

Since pupil comprehension of the counselor's role is weak, a stronger program of introduction to the counselor should be in effect at the beginning of the school year. Perhaps I should meet with each class twice, instead of once, and encourage teacher recapitulation after these contacts. These contacts, in addition to being informational, could center on topics appropriate for each grade level. A renewed effort on my part to establish informal contacts in the halls and on the playground should assist in familiarizing the pupils with me. With broader in-service training, teachers may be relied upon to strengthen these counselor approaches. Time and maturation of the program should eventually prove the best insurance that pupils will be acquainted with me and understand a counselor's position.

Perhaps one of the more obvious areas of need is in teacher training. During this past year I have led a number of brief teacher orientation meetings. These should be expanded to involve the teachers more in the planning and implementing of the program. We have many teachers, who, equipped with information and materials, could maintain classroom guidance activities as part of their curriculum. This year has been a developmental one for me in that I have been assessing materials and techniques I hope to recommend for teacher use next year. A guidance library is building slowly, and I feel more adequately prepared as a resource person.

"District 3"

Because elementary children depend on their parents much more than older children, the counselor must involve parents when working with certain pupils. This provides a good relationship between the school and community in most cases. Many parents have no idea how the child feels or reacts in a school environment as compared to his home environment.

"District 4"

Guidance should begin in the kindergarten and continue through the grades. The number of children under grade 3 referred by the teachers and parents indicates a need in this age group for guidance and counseling.

Parent study groups should be set up to assist parents in more positive child rearing practices, thus preventing some of the problems children have in later school years. Parents also need assistance during periods of adjustment because of home problems.

The hours of the guidance counselor should be arranged so that she is free to see children and parents and teachers during their free time such as morning, noon hour and after school.

"District 5"

In conclusion, this counselor submits the following ideas that would appear to improve the elementary counseling for the school district.

1. Time should be allocated for preparing a rationale for the testing program and the use of test results.

2. More public relations concerning the counselor and his job are necessary.

This should include administrators, teachers, board members, parents and other community representatives.

3. An evaluation should be made of the division between the principal's and counselor's roles.

4. Consideration should be given to the counselor playing a more active role in the coordination of all special services at the elementary level.

5. The counselor should carefully regulate the time spent in consultative activities.

6. Teachers should be more accessible to individual pupils for counseling. The teacher time is available but facilities for privacy are not. Their "counseling" occurs primarily standing in the hall.

V SELECTED RESOURCES ON ELEMENTARY SCHOOL GUIDANCE

Selected Resources on Elementary School Guidance

Persons interested in guidance services in the elementary school frequently inquire of counselor educators and state departments of education as to the availability of pertinent resource materials. The purpose of this chapter is to present selected resources including audio-visual aids, articles, periodicals and pamphlets, and publications of state departments of education which may serve to answer questions relating to elementary school counseling and guidance.

The materials cited are not intended to be all inclusive nor do they represent an endorsement of the authors. Rather, the selected resources reflect the divergency of concepts, methods, research and tools available to interested persons. Many of the listed resources were suggested by the counselors in Wisconsin's NDEA, V-A pilot projects.

Audio-Visual Aids

The elementary school counselors in Wisconsin's pilot programs frequently reported the use of audio-visual materials as a counseling aid. These materials were used with individuals as well as with small groups of pupils. Audio-visual materials used by two of the counselors in the 1967-68 NDEA, V-A pilot programs are presented in Tables 30 and 31. Other examples of audio-visual materials available are presented in Table 32.

Table 30
AUDIO-VISUAL MATERIALS FOR ELEMENTARY SCHOOL GUIDANCE
"District 1"

Title and Source	Grade Level	Usage
Words and Actions (set of role playing photos) Holt, Rinehart & Winston	K-1-2-3	Role playing problems in which children are given opportunities to explore alternate ways of behaving in everyday social situations.
Teaching Children Values (filmstrips w/record) Educational Activities P. O. Box 392 Freeport, New York	Primary Group K-1-2 Intermediate 3-4-5	Unfinished stories depicting six basic values--integrity, love, courage, responsibility, justice and reverence--to develop decision making skills.
Exploring Moral Values (filmstrips w/record) Dr. Louis Raths Warren Schloat Productions, Inc. Palmer Lane West Pleasantville, N.Y. 10570	5-6	Filmstrips to stimulate thought and reflection in areas of prejudice, personal values, authority and honesty. Useful for developing decision making skills.
Random House Program for Elementary Guidance (guide and books Random House	K-1-2	A bibliotherapy approach using stories to explore positive behavior patterns to help children develop self understanding.
Seven Stories for Growth, (book) Sugarman and Hochstein Pitman Publishing Corp.	K-1-2	A bibliotherapy approach using children's stories as vehicles for application of important ideas, e.g., mental hygiene goals, self understanding, and self acceptance.
Unfinished Stories for Use in Classroom (paperback) National Education Association.	4-5-6	Unfinished stories which can be utilized to develop decision making skills.

Table 31
AUDIO-VISUAL MATERIALS FOR ELEMENTARY SCHOOL GUIDANCE
"District 2"

Title and Source	Grade Level	Usage
What Would You Do, Working Together, Schoolground Discoverer, The Slide, The Field Trip, Share the Sandpile, Share the Ball, The New Book, Jimmy Didn't Listen Encyclopaedia Britannica Educational Corporation	K-2	Learning cooperation and self-discipline (filmstrips)
Thinking For Yourself, Trying New Things, More Than One Friend, Enjoying Today, Promises are Made To Keep, Leaders and Followers Encyclopaedia Britannica Educational Corporation	4-6	Developing your personality (filmstrips)
Working Together in the Family, Learning to Use Money Wisely, Learning to be Forgiving, Learning to be Unselfish	3-5	Learning to live together (filmstrips & records, Part I)
Getting Along With Your Family, Chuck Learns About Sharing, Learning How to be Liked, Learning to Make Friends Society for Visual Education	3-5	Learning to live together (filmstrips & records, Part II)
Acceptance of Differences, Consideration for Others, Recognition of Responsibilities Respect for Property Society for Visual Education	3-6	Developing basic values (filmstrips & records)
The People Around Us American Guidance Service	5-6	Learning about personal feelings and actions (guidance text and teacher's edition)
Seeing Ourselves American Guidance Service	5-6	Learning about human relations and moral and social values (guidance text and teacher's edition)
The Challenge Reader Series McCormick-Mathers 300 Pike Street Cincinnati, Ohio 45202	1-6	Learning social skills--interpersonal relations (six books, nongraded, and teacher's guides)

Table 32

AUDIO-VISUAL MATERIALS FOR ELEMENTARY SCHOOL GUIDANCE

"Other Sources"

Title and Source	Grade Level	Usage
The Human Value Series, Arnspiger, V. Clyde, Rucker, W. Roy and Brill, James A. Steck-Vaugh Company P. O. Box 2028 Austin, Texas 78767	Value to Learn Grade 4 Values to Share Grade 5 Values to Live By Grade 6	Teaching human value relationships (series of pupil readers with teacher's edition)
We're Growing Up The "Be Kind" Stories Little Things that Count Let's Have Fun Eye-Gate House, Inc. 146-01 Archer Ave. Jamaica, N. Y. 11435	K-1 K-2 2-6 1-4	Developing healthier personality traits, expression of kindness, building character, and planning leisure activities (filmstrips, records, and teacher's manuals)
Stories from the Wonderful "World of Work" Edu-Craft, Inc. 6475 Dubois Detroit, Michigan	K-6	Integrating meaningful information about the world of work with classroom instruction. (Filmstrips, records and teaching guides)
"I Want to Be Books" Children's Press 1224 West Van Buren St. Chicago, Ill. 60607	K-4	Drawing upon the child's imaginative play world to learn about work-a-day people (books and teacher's guide)
Elementary Guidance/ Primary Directions Guidance Associates, Inc. Pleasantville, N. Y.	K-6	Introducing children to the varied world of adults and children; stimulating awareness of self-discipline and consideration of others.

Selected Annotated Resource Articles

The references below were selected from those listed by Dr. Koeppe in "Guidance Services at the Elementary Level."* The complete annotated bibliography is also available in the January, 1966 issue of Guidelines for Pupil Services.

Brison, David W. "The Role of the Elementary Guidance Counselor." The National Elementary Principal, April, 1964, 43, 41-44.

> Brison outlines the general duties of the elementary counselor and the place he should occupy in the total program of pupil personnel services. He sees the counselor undertaking a clinical-educational study of the child, sitting down with teachers, and cooperatively devising a plan of action. He may do some counseling with children who can benefit by short-term contact.

Harrison, Edna L. "The Counselor's Role in the Early Identification of Gifted Children." Personnel and Guidance Journal, May, 1961, 39, 735-738.

> The article discusses the role of the counselor in identifying and properly placing the gifted kindergarten pupil. The counselor is seen as chairman of a team including the principal, teacher, parent, and on occasion other specialists such as the nurse.

Harrison, Edna L. "The Elementary School Counselor's Unique Position." The School Counselor, December, 1963, 11, 107-109.

> A warning is given that the idea that teachers are the key persons in elementary guidance has led many to presume a natural ability to counsel. Mrs. Harrison differentiates "conferring" from "counseling" and uses this as a basis for drawing the dividing line between the work of the teacher and that of the counselor.

Hart, Robert N. "Are Elementary Counselors Doing the Job?" The School Counselor, December, 1961, 9, 70-72.

> Dr. Hart, an elementary school principal, compiled a list of 41 duties that elementary

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*Koeppe, Richard P. "Guidance Services at the Elementary Level" in Carlton E. Beck (Ed.) Guidelines for Guidance: Readings in the Philosophy of Guidance. Dubuque: W. C. Brown, 1966.

counselors perform. He sent these to a group of classroom teachers in 38 school districts employing elementary counselors and to a group of 20 authorities in the field of elementary school guidance, asking them to place the duties in order of importance. He found that teachers and authorities differed on what duties were deemed important.

Hill, George E. and Nitzschke, Dale F. "Preparation Programs in Elementary School Guidance." Personnel and Guidance Journal, October, 1961, 40, 155-159.

The authors report on the results of a questionnaire responded to by persons in charge of 154 preparation programs in elementary school guidance. They found preparation programs for guidance workers in elementary schools not well defined and that little differentiation was made between preparation for the elementary school and preparation for the secondary school. They called for a clarification of the elementary guidance function which takes into account the significant role of the teacher in a self-contained classroom and her relations to special service workers such as school pyschologist, school social worker, and instructional supervisors.

Koeppe, Richard P. "The Elementary School Counselor - What Is He." The School Counselor, October, 1964, 12, 11-13.

It is the suggestion of this article that the term "counselor" when used by a person on the elementary level be in keeping with its recognized use on the secondary level; namely, someone who provides his services to all pupils and whose major function it is to counsel.

Mahan, Thomas W. Jr. "The Elementary School Counselor: Disturber of the Peace." The National Elementary Principal, February, 1965, 44, 72-74.

Mahan, a state guidance supervisor, believes that the elementary school counselor must come prepared to play a role which focuses around the school as an institution which affects children rather than coming as an individual who will directly influence specific children. The role Mahan spells out emphasizes the counselor's concern with the central aspect of the school; the teaching-learning situation. He becomes a catalyst in the process, rather than a buffer.

Mattick, William E. and Nickolas, N. A. "A Team Approach in Guidance." *Personnel and Guidance Journal*, May, 1964, *42*, 922-924.

This article describes the attempts of the Bellevue Washington School District to evolve a true team approach at the elementary school level. The attempt seems to have overcome the problems of lack of communication among specialists involved in the study of the same child *and* the frequent failure of the recommendation of specialists to have an impact on the child in the classroom. The elementary guidance consultant is viewed as a specialist in remedial techniques.

McDougall, William P., and Reitan, Henry M. "The Elementary Counselor as Perceived by Elementary Principals." *Personnel and Guidance Journal*, December, 1963, *42*, 348-354.

The article reports on the responses of 169 elementary school principals in Idaho, Oregon, and Washington regarding their perception of the training, background and functions of the elementary school counselor. The majority of responding principals favored the viewpoint that elementary guidance be concerned with specialized services to individual pupils rather than general curriculum guidance for all.

Meeks, Anna R. "Guidance in the Elementary School." *Journal of the N.E.A.*, March, 1962, *51*, 30-32.

This article predicts continued rapid growth for elementary school guidance programs. Brief mention is made of the roles of teacher, principal, and counselor. These are supplemented by general case histories involving a sibling problem, underachievement, and a lack of readiness for reading.

Oldridge, Buff. "Two Roles for Elementary School Guidance Personnel." *Personnel and Guidance Journal*, December, 1964, *43*, 367-370.

The purpose of this study was to experimentally compare the perceived effectiveness of an elementary guidance staff functioning in a psychotherapeutic role to that of one with a broader guidance role. The guidance staff consisted of school psychologist and school psychometrist. The conclusion was that there is little evidence to support psychotherapy more effective than general guidance procedures.

Perrone, Philip A. and Evans, David L. "The Elementary School Counselor? Coordinator? Or What?" *Counselor Education and Supervision*, Fall, 1964, *4*, 28-31.

The article reports on the questionnaire results obtained from sixty-five persons serving as elementary school counselors. According to the findings, the elementary school counselors spend considerable time in group counseling, in group testing situations, and with parents and teachers on an individual basis. There seemed to be differences in the counselors' role in that some worked directly with pupils while others worked more with the parents and teachers of the pupils.

Shertzer, Bruce, and Lundy, Charles T. "Administrator Image of an Elementary School Counselor." *The School Counselor*, May, 1964, *11*, 211-214.

This article reports the findings of a questionnaire responded to by 198 elementary school principals in Indiana. The researchers use the terms "qualified school psychologists" and "elementary school counselor" as synonymous. The administrator's image of an elementary school counselor suggested an individual who serves as coordinator, consultant, and counselor in that order.

Smallenburg, Harry. "Studying the Elementary Guidance Program." *The National Elementary Principal*, April, 1964, *43*, 15-18.

Dr. Smallenburg gives an over-view of an elementary guidance program. He comments on why guidance is important, the characteristics of a good guidance program, and the guidance roles of the teacher, counselor, psychologist, and social worker.

Stripling, Robert O., and Lane, David. "Trends in Elementary School Guidance." *The National Elementary Principal*, April, 1964, *43*, 11-14.

Stripling and Lane see as an important trend in elementary guidance the increasing utilization of the counselor as a consultant to teachers.

They also discuss a shift away from the term "school guidance" in favor of the concept of pupil personnel services. It reflects, they contend, a growing awareness that no one professional person can be all things to all people, but that rather there must be definition of function and an organized pattern of services in which each member of the staff has a clear understanding of his contribution.

Waetjen, Walter B. "Counseling Services for the Elementary School." The National Elementary Principal, February, 1965, 44, 59-62.

Waetjen claims that the present operation of pupil personnel services leaves much to be desired. He describes the Interprofessional Research Commission of Pupil Personnel Services (IRCOPPS) as an attempt to carry out some major research and demonstration projects to improve pupil personnel services operations.

Young, Frances. "Programs for Preventing School Maladjustment." School and Community, May, 1964, 50, 16-17.

Young describes a program of early identification and prevention initiated in January, 1963, in the St. Louis Missouri Public Schools. The team consisted of a social worker and counselor working with teachers and community agencies.

OTHER ARTICLES. The resources selected below are examples of other articles on the organization and administration of guidance services in the elementary school. These articles were not included in the Koeppe study.

Mayer, G. R. "An Approach for the Elementary School Counselor: Consultant or Counselor." School Counselor, 1967, 14, 210-214.

McCreary, W. H. & Miller, G. "Elementary School Counselors in California." Personnel and Guidance Journal, 1966, 44, 494-498.

Miller, G. "An Overview of Elementary Guidance and Counseling in California." School Counselor, 1967, 14, 295-298.

Royster, W. B. "Guidance in the Elementary School." National Elementary Principal, 1964, 43, 7-10.

OTHER SOURCES. As suggested in the introduction to this chapter, the purpose here is to present selected resources for persons interested in guidance services in the elementary schools. The resources cited are reflective of the broad range of information available. For those wishing more comprehensive information, the following sources are recommended:

Counseling and Personnel Information Center. "Elementary School Counseling and Guidance". Ann Arbor, Michigan: The University of Michigan, 1968.

> This booklet is an index of materials compiled to assist personnel workers in the identification and retrieval of informational resources on guidance and counseling in the elementary school.

Elementary School Guidance and Counseling Journal. Washington: American Personnel and Guidance Association.

> This new journal is the only periodical devoted exclusively to the field of elementary school guidance services. The journal serves as an instrument of current communication about guidance for grades kindergarten through eight.

Books and Pamphlets

One of the phenomenons of guidance services in the elementary schools has been the recent increase in publications on the topic. For those interested in the subject, the following texts and pamphlets or bulletins have been cited to again illustrate the variety of resources available. In some instances, annotations have been provided to further assist the reader.

Byrne, R. H. The School Counselor. Geneva, Illinois: Houghton-Mifflin Co., 1963.

Crow, L. D. & Crow, A. An Introduction to Guidance. New York: American Book Co., 1960.

Dinkmeyer, D. (ed.) Guidance and Counseling in the Elementary School. Chicago: Holt, Rinehart and Winston, 1968.

Koeppe, R. P. "Elementary School Guidance." In Beck, C. E. (Ed.) Guidelines for Guidance: Readings in the Philosophy of Guidance. Dubuque: W. C. Brown Co., 1966.

Krumboltz, J. D., and Thoresen, C. E. Behavioral Counseling: Cases and Techniques. New York: Holt, Rinehart and Winston, 1969.

Several articles dealing with elementary school counseling are presented. Specific case studies are cited and techniques used are explained.

Martinson, R. A. "Duties of Elementary School Counselors." In Farwell, G. F. & Peters, H. J. (eds.) Guidance Readings for Counselors. Chicago: Rand McNally & Co., 1960.

Part of a series discussing the philosophical, psychological and social principles of guidance. The articles are for classroom teachers as well as school counselors.

McKellar, R. L. "A Study of Concepts, Functions, and Organizational Characteristics of Guidance in Elementary Schools." (mimeographed) Tallahassee: Department of Guidance and Counseling, Florida State University, 1963.

Findings of a study of the nature of guidance services in elementary schools. A questionnaire response was received from 183 elementary school counselors in 20 states.

Norris, Willa. Occupational Information in the Elementary School. Chicago: Science Research Associates, Inc., 1963.

Provides techniques and examples to help counselors incorporate vocational information into subject matter. Resource materials for teachers and counselors are cited.

Peters, H. J., Riccio, A. C. & Quaranta, J. E. (Eds.) Guidance in the Elementary School: A Book of Readings. New York: The Macmillan Co., 1963.

Readings in several areas of elementary guidance. The book provides a broad overview of the field including discussions of existing programs and techniques.

Peters, H. J., Shertzer, B., & Van Hoose, W. Guidance in Elementary Schools. Chicago: Rand McNally & Co., 1965.

Shertzer, B. & Pruett, R. F. "Guidance in the Elementary Schools." *Bulletin 247*. Indianapolis: Indiana Department of Public Instruction, 1961.

Smith, Hyrum M. and Eckerson, Louise Omwake. "Elementary School Guidance Conference Papers." Washington: U. S. Department of Health, Education, and Welfare, 1966.

> Collection of papers read at an invitational conference in 1966 on guidance in the elementary school. The papers are directed at counselor education and programs in elementary school guidance services.

Smith, Hyrum M. and Eckerson, Louise Omwake. "Guidance for Children in Elementary Schools." Washington: U. S. Department of Health, Education, and Welfare, 1963.

> Outlines educational practices that might help elementary teachers and principals develop programs of guidance. New approaches for further research are suggested.

Smith, Hyrum M. and Eckerson, Louise Omwake. *Guidance Services in Elementary Schools*. Washington: U. S. Department of Health, Education and Welfare, 1966.

> National survey assessing current and preferred practices in guidance at the elementary school level. The survey investigated the existence and adequacy of pupil personnel services in public elementary schools.

Van Hoose, W. H., Peters, M., & Leonard, G. E. *The Elementary School Counselor*. Detroit: Wayne State University Press, 1967.

Publications of State Departments of Education

Many State Departments of Education have prepared booklets and position papers regarding the status of guidance services in elementary schools within their respective states. In most instances, these publications have reported on NDEA, V-A pilot programs in elementary school guidance.

The resources cited below, as with previous listings in this chapter, reflect the range of materials available and are not all-inclusive. In most cases, these materials are available on request from the respective state agencies for a minimal charge.

A Study of Elementary School Principal's Concepts of Elementary School Guidance. Austin: Division of Guidance Services, Texas Education Agency, 1967.

Descriptive Report of Michigan's NDEA Pilot Elementary Guidance Programs. Lansing: Michigan Department of Education, 1967.

Elementary Guidance in Ohio--A Compilation of Project Abstracts: 1967-68. Columbus: Division of Guidance and Testing, State Department of Education, 1968.

Elementary School Guidance 1968. Lincoln: Lincoln Public Schools, Nebraska State Department of Education, 1968.

Elementary School Guidance in Illinois. Springfield: Department of Guidance Services, Office of Superintendent of Public Instruction, 1967.

Elementary School Guidance Pilot Projects--A Second Year Report. Albany, New York: Bureau of Guidance, The State Education Department, 1968.

Elementary School Guidance Pilot Projects 1966-67. Austin: Division of Guidance Services, Texas Education Agency, 1968.

Elementary School Guidance Position Papers--Twelfth Annual All Ohio Guidance Conference. Columbus: Division of Guidance and Testing, State Department of Education, 1964.

Grams, Armin. *Facilitating Learning and Individual Development*. St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1966.

Gum, Moy F. "A Position Paper on the Training of the Elementary Guidance Worker." St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1967.

Hamrich, William J. "Elementary Guidance: A Rationale." Indianapolis: Pupil Personnel Services, Department of Public Instruction, 1968.

Pilot Programs in Elementary Guidance. Oklahoma City: Division of Guidance, Oklahoma State Department of Education, 1968.

Report of the 1966-67 Elementary Pilot Guidance Program. Indianapolis: Indiana State Department of Public Instruction, 1968.

WISCONSIN STATE DEPARTMENT PUBLICATIONS. The following articles on guidance services in the elementary schools have been published in Guidelines for Pupil Services. Limited reprints are available on request from the Pupil Services Section, Department of Public Instruction, Madison, Wisconsin.

Bullinger, Irene. "Northside Elementary School Counseling Program," 4, 112-114, April 1966.

Bullinger, Irene, and Dawson, Judith. "The Playroom--Its Diagnostic and Therapeutic Value in the Elementary School Setting," 6, 32-35, October 1967.

DeWoody, George M. "The Future Delinquent is in the Elementary Grades," 3, 65, January 1965.

Dinkmeyer, Don. "Guidance and Counseling in the Elementary School," 2, 124-126, April 1964.

Dinkmeyer, Don. "Theory and Principles of Group Counseling in the Elementary School," 5, 76-79, January 1967.

Hill, George E. "Elementary School Guidance Position Paper," 3, 49-57, January 1965.

Joint ACES-ASCA Committee on the Elementary School Counselor. "A Preliminary Statement," 4, 66-67, January 1966.

Kaczkowski, Henry. "Some Administrative Concerns in Elementary School Guidance Programs," 4, 104-108, April 1966.

Koeppe, Richard. "Developments in Guidance at the Elementary Level," 2, 117-123, April 1964.

Koeppe, Richard. "Elementary Guidance: An Annotated Bibliography," 4, Enclosure, January 1966.

Krumboltz, John, and Hosford, Raymond E. "Behavioral Counseling in the Elementary School," 5, 15-23, October 1966.

Patterson, C. H. "A Conference Study," 7, 23-30 March, 1969.

Patterson, C. H. "The Counselor in the Elementary School," 7, 1-9, December 1968.

Peters, Herman J. "Elementary School Guidance Position Paper," 3, 58-64, January 1965.

Riedinger, Mabel. "Who Needs an Elementary School Counselor?" 4, 109-111, April 1966.

Strowig, R. Wray. "The Preparation of Elementary School Counselors," 3, 99-102, January 1965.

Washburn, Dorothy. "Guidance in Action--Some Practical Answers to Some Serious Questions," 4, 115-117, April 1966.

Produced by the Guidance Services Unit, Pupil Services Section, Department of Public Instruction. The publication is part of a planned series reporting on programs in pupil services in Wisconsin.

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